

GUIDELINES FOR THE EVALUATION OF FUND RAISING
AT PRIVATE, POSTSECONDARY INSTITUTIONS

By

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In gratitude to the
Society of Jesus
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By

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The purpose of this study was to determine guidelines that may be used for the evaluation of fund raising activities at private, postsecondary institutions. The American Jesuit colleges and universities served as the study population.

Specifically, the mean score ratings for 79 literature-determined characteristics of fund raising were factor analyzed to determine underlying common dimensions among the ratings of academic, institutional advancement, and funds management administrators. Comparisons were made between the ratings for the characteristics determined to be included in the underlying dimensions.

Findings emphasized four interpretable underlying dimensions that should be used as guidelines for the

evaluation: (a) volunteer management and communication; (b) trustee giving and leadership; (c) case statement importance; and (d) accounting and reporting between the development and finance offices. Further findings emphasized the difference in ratings between academic and institutional advancement administrators in two of the four guideline areas: (a) volunteer management and (b) trustee leadership.

The conclusion of the study was that there was an underlying set of common dimensions that should be used to evaluate fund raising activities at private, postsecondary institutions.

CHAPTER I INTRODUCTION

The head of the Exxon Education Foundation, Robert L. Payton, gave the following description of charitable giving in October, 1984: "The most distinctive virtue of our society--no other society has such a tradition" (Desruisseaux, 1984, p. 18). Payton, speaking at the 1984 annual meeting of Independent Sector, a national association of philanthropic and charitable organizations, proposed the existence of a "widespread ignorance among academics of the philanthropic tradition in the United States" (p. 18). Strengthened by his having served as president at two universities before leading the Exxon Education Foundation, Payton noted that voluntary giving would not increase until "scholars begin to regard philanthropy as an important and appropriate subject for their research, writing, and teaching" (p. 18). Furthermore, he expressed his conviction that scholarly attention to the subject would provide further incentives for the independent sector and develop greater voluntary gifts.

Payton's thrust draws attention when "development activity is vital to the private institution and of growing

importance to the public. The competition for support . . . has become more keen, placing a high premium on effective fund raising" (Karol & Ginsburg, 1980, p. 77). And, although the dollar amounts of voluntary giving have increased during the last decade, "the percentage of disposable personal income given to charity has decreased since 1960" (Payton, 1984, p. 18).

In the mid-1980s there is a need to consider the subject of fund raising and its place on the campuses of private, postsecondary institutions. The present study was an effort to consider the guidelines for fund raising that exist among three specific campus groups intimately and directly involved in one of higher education's newest professions.

The Chronicle of Higher Education's philanthropy specialist, Paul Desruisseaux, reported the opinion of Stanley N. Katz, philanthropy historian at Princeton University, that the new interest in philanthropy can be credited to "'parallel intellectual developments'" (April, 1985, p. 18). Katz maintained the following:

Once you get interested in the history of the development of higher knowledge, it becomes almost inevitable that you will study the kinds of things that we are studying (non-profit organizations) --- because, but for philanthropy, these things would not have happened in the same way. (1985, p. 18)

In the postwar era of the 1950s American higher education entered into what has been affectionately and longingly titled the "Golden Age". The Golden Age was

In the postwar era of the 1950s American higher education entered into what has been affectionately and longingly titled the "Golden Age". The Golden Age was marked by experiences and challenges that made university and college administration exciting. Enrollment was at an all-time high. Expansion was steady and unparalleled. The Carnegie Council on Policy Studies in Higher Education (1975) reported that new colleges were being added on a weekly basis in the 1960s. Higher education found itself in a period of "rapidly expanding financial strength" (Mayhew, 1977, p. 259). According to Scott (1983), campuses were enlarged with "unprecedented expansion, marked by multi-billion-dollar construction programs, research and development projects . . . and academic employment" (p.1).

In 1974 Bowen and Bailey had suggested three specific developments that augmented the institutional coffers:

- Philanthropic foundations grew in numbers and resources;
- Profit-making corporations became patrons of higher education;
- Colleges and universities became more aggressive and professional in their fund raising. (p. 260)

In the middle to late 1960s the process of postsecondary growth turned. Just as rapidly as the academy's growth had skyrocketed in many respects because a small, Russian, space vehicle had pierced the heavens, so did the Golden Age decline.

Long before the ascendancy of Reaganomics, rising costs, shrinking revenues, and a leveling of enrollments throughout the academic system together (sic) generated 'the greatest overall and long-run rate

Mayhew (1977) reported that "just as suddenly as higher education affluence and support had come, it began to go, between 1968 and 1970" (p. 265). Educator and administrator, Clark Kerr (1980) remarked that "seldom has so great an American institution passed so quickly from its Golden Age to its Age of Survival" (p. 1). What was golden in the 1960s had lost its glow by the early 1970s.

The days of plenty were ended. The crisis was real and, according to Scott (1983), had become "clearly visible by the start of the decade of the 1970s, with early warning signs at some institutions in 1968 and 1969" (p. 3). Mayhew (1977) noted that in 1973 Cheit had estimated that "perhaps as many as 71 percent of collegiate institutions were either headed for financial trouble or were already in such financial troubles" (p. 265). In Three Thousand Futures, Kerr (1980) reported that 4.5 percent of all higher education institutions were closed during the decade of the 1970s. Of that number 85 percent were privately operated institutions. Karol and Ginsburg (1980) noted that a new focus for academic administrators had begun to evolve. The failure of a number of postsecondary institutions, especially among the small, independent colleges, along with the surprising financial urgencies experienced by the more prestigious institutions had forced serious concentration on means of survival. To maintain a hold on the life of the institution, presidents, trustees, and major campus

administrators initiated serious research into the various sources of funds available to institutions.

Bowen (1980) stated, " . . . in the 1970s, higher education . . . [had] . . . been through one of the episodes of stagnation complicated by rapid inflation" (p. xiv). Boards of trustees, chief executive officers, and chief development officers seemingly had two alternatives: either to discover new methods or revitalize tried ways to build healthy resources. Those men and women charged with the future of individual institutions could only have felt that educator Jacques Barzun (1968) was addressing them directly: " . . . whatever the future may hold, it is clear that both the anxious state of the American university and its altered life call for immediate attention" (p.71).

Pray (1981) reported "the development of fund raising for education on a formal or institutional basis came, however, with agonizing slowness over the years" (p. 1). The crisis created in Kerr's "Age of Survival" brought modern-day fund raising into full adulthood in record few years. Apparently the fund raising characteristic of American colonial efforts to establish colleges with substantial financial gifts failed to become a serious profession until the financial crisis of the 1970s.

Although alumni associations were formed before the Civil War, only half of the institutions surveyed by the American College Public Relations Association (ACPRA) recorded alumni funds as recently as 1936, Pray further

noted. A similar survey in 1942 showed no substantial increase. During the beneficial years of the Golden Age, the ACPRA joined with the American Alumni Council at the now historic 1958 Greenbriar Conference. The union of fund raising, alumni relations, and public relations as an integral factor for institutions "ushered in the modern era of development and fund raising for education as we know it today" (Pray, 1981, p. 2). Within 25 years of Greenbriar, the methods of seeking assistance were in the process of becoming a profession.

What cannot be overlooked, however, is that educational fund raising has been hindered by the lack of integration and unity among the major administrative components of the campus involved with fund raising. (Pray, 1981, p. 2) In 1985, however, most campuses are more unified in efforts to secure funds from whatever sources exist. Since the days of the Greenbriar Conference, major efforts by administrators have given an umbrella structure to those campus units whose duty is "to enable each individual college or university to do well in a competitive environment and to assist the whole sector of higher education to compete effectively for available resources" (Muller, 1984, p. 4).

In his Handbook for Educational Fund Raising, Pray (1981) described the dispersal of authority and responsibility that existed on many campuses in the formative days of professional, educational fund raising.

Unity and integration were not always evident within the fund raising sectors of the campus. Those who worked in fund raising, public relations, and alumni affairs "fought to keep their individual turf" (Pray, 1981, p. 3). And, again, according to Pray, those battles were engaged in with fierce determination and anger. Through its natural growth and the struggle for survival against the almost insurmountable obstacles that fell upon the Golden Age, however, fund raising submerged "individual differences in a common emphasis on institutional well-being" (Pray, 1981, p. 3). The beginnings of unity among the several campus units directly related to securing funds from alumni, friends, and other sources brought new and untried ways of fund raising (Pray, 1981). With the addition of new methods and approaches, presidents and fund raising personnel discovered that support of the institution increased. "Also, for the first time and perhaps in a way that emerged as a surprise," Pray maintained, "the parallel efforts raised a number of interesting questions about priorities and how to build synergy and avoid conflict" (p. 3).

The effort to avoid the natural conflicts that developed among several distantly related campus operations -- alumni relations, fund raising, public relations -- can be related to the understanding of the term "fund raising". As these units became more unified, joined in the goal to secure funds and good will for the institution,

the narrow definition of fund raising expanded to include "a total support system for the institution" (Pray, 1981, p. 3). Pray used the total effort concept to "describe programs that melded all elements in a design for particular needs of individual institutions and supporting individuals and constituencies" (p. 3).

After the painful days of self-defense and preservation among fund raisers, public and alumni relations personnel, fund raising expanded to become a part of development. Subsequently development was augmented to include total institutional advancement. By 1985 a new reality had caused the pooling of the efforts of many in fund raising. Institutional advancement had become an umbrella that served the well-being and health of institutional employees as well as that of the institution. Steven Muller, President of Johns Hopkins University, in 1984 designated institutional advancement as "a uniquely American component of higher education" (p. 2). He assigned "external and internal communications, government and public relations, fund raising, and alumni relations" (p. 2.) to those who serve in institutional advancement.

Muller (1984) pointed out that what distinguishes institutional advancement personnel from others at a collegiate institution is that they are not "directly concerned with the academic quality or performance of their institutions" (p. 4). The service provided by advancement personnel is "to devise and achieve the means that will

provide the academic enterprise with needed resources" (p. 4). Such a broad description seemed necessary to encompass the complexity of resources that have become available to the institutions in the few decades since World War II. The sense of the Muller definition and function for institutional advancement evolved from a widening perception of institutional needs and fund raising as well as advances in communications and technology. Thus, fund raising became a segment of the work for those who secured funds and resources for the institution.

In the initial pages of his work, Pray (1981) looked down the road of development and fund raising . Change will continue to be the gateway to success. Important for the institution's survival and growth is continued integration of the elements that constitute advancement in its broad sense and an integration of other campus units with the fund raising and/or development and/or institutional advancement factor(s). For Pray the future is dependent upon a "new collegiality".

The most encouraging change of all, therefore, may be the increasing acceptance of the view that considers the institution as a unified organism in which the role of institutional advancement and fund raising and funds management complements the education [emphasis added] and research programs in which members of the education and research components willingly share the responsibility for institutional success as well as for the success of their individual programs. (Pray, 1981, p. 6)

The insights and concerns of educators such as Pray and Payton have initiated the present study. Pray hoped for

collegiality in the 1980s among campus units responsible for carrying forward the hopes and aspirations of institutions in securing funds for their future. Payton indicated the need for understanding built upon research. This study, then, has sought to identify standards in the field of fund raising that are operative among selected campus officials in a specific category of postsecondary institutions. Thus, in determining the standards among a selected group of campus officials within the private sector, a small portion of the research desired by Payton and others has been made available to those interested.

The Purpose of the Study

The purpose of this study was to identify guidelines that may be used to evaluate fund raising programs in private postsecondary institutions with particular attention to the membership of the Association of Jesuit Colleges and Universities (AJCU). The guidelines were extracted from a study of characteristic theories and practices of fund raising suggested within fund raising literature that were rated by selected campus officials. To identify these guidelines this study proposed the following:

1. To determine the underlying dimensions of the characteristics of fund raising as rated by selected campus officials at the Jesuit colleges and universities in the United States in 1985.

2. To determine if there were significant differences in the degree of importance assigned individual characteristics within any identified underlying dimension between the selected campus officials that were identified as academic administration, institutional advancement, and funds management.
3. To develop guidelines for ordering the characteristics of fund raising identified through analysis into a format that should be useful primarily to the chief executive and the chief development officers as well as boards of trustees of private, postsecondary institutions in making program-evaluation decisions.

Limitations and Delimitations

The statements included within the questionnaire survey were representative of the most recent literature related to the general theories and practices of fund raising and development. There is no guarantee, however, that specific information related to the subject may have been excluded. The primary sources used in the study were Pray's (1981) Handbook for Educational Fund Raising and Rowland's (1984) Handbook of Institutional Advancement.

The category of postsecondary institutions for the study was restricted to the 28 member-institutions of the Association of Jesuit Colleges and Universities. The findings of the study are directly applicable only to the Jesuit institutions where campus officials participated in

the survey. The results of the study reflect the fund raising values among certain categories of campus officials at the Jesuit postsecondary institutions. There is no assurance that the results of the study are applicable beyond those institutions. Because fund raising has become a universal factor in postsecondary education, however, where appropriate modifications are made, the instrument may serve fund raising programs at other postsecondary institutions. The study did not establish a future-oriented, problem-solving evaluation or instrument for the Jesuit institutions.

Factor analysis is not a statistical procedure without its own limitations. Few directives exist for determining the number of rotations --a key aspect of factor analysis-- to be used to arrive at a simple factor structure. Consistency of results will not always be had by researchers using this procedure. It is, however, a statistical procedure recognized for its data-reduction capability. Kim (1975) has described one of its most common uses as "the exploration and detection of patterning of variables with a view to the discovery of new concepts and a possible reduction of data" (p. 469).

The use of a questionnaire survey to determine true ratings is hindered by some realities beyond the control of research. As when any survey is made, the respondents made ratings in a situation that was extracted from their day-to-day lived experience. Furthermore, the responses to

any survey are influenced by recent successes or failures as well as any current difficulties at an individual campus.

Finally, the study focused only on that segment of fund raising known as voluntary giving. Any consideration of fund raising that is related to federal or state agencies or specifically to research grants was not included in the study.

Definition of Terms

The operational definitions needed for the study are the following:

Case Statement

This document presents the reasons for financial support of a college. It presents information on the history of the college including its contributions to society. It includes information on the present activities and accomplishments of the college. It contains the college's plan for the future including the gift income required to implement these plans (Pickett, 1977, p. 11).

Chief Development Officer The individual who

has two areas of concern or responsibility . . . the effectiveness of the division he heads, whose mission is to generate understanding and support . . . interests and responsibilities that transcend his bailiwick of public relations, development and, perhaps, alumni affairs . . . [and] these interests must extend campuswide (Frick, 1981, p. 279).

Development ". . . is variously used for the whole spectrum of institutional advancement and, latterly, more narrowly for fund raising" (Pray, 1981, p. 6). In this study the term was used to mean educational fund raising.

Educational fund raising " . . . the practice of soliciting gifts and grants for schools, colleges, and universities from interested individuals and organizations" (Cheshire, 1977, p. 121). In this study grants and gifts from federal and state offices and for research projects were not be included.

Fund Raising " . . . commonly used to describe the solicitation of gifts from private sources" (Muller, 1977, p. 5).

Institutional Advancement " . . . the total program of fund raising, public relations and communications, and alumni and other constituency programs that constitute the institution's effort to win understanding and build support" (Pray, 1981, p. 6).

Jesuit Institution In this study a Jesuit institution is "a college or university founded by the Society of Jesus" and refers specifically to one of the 28 such institutions in the United States in 1984 (Gallagher, 1975, p. 5).

Phonathon A systematic telephoning procedure used to contact potential donors.

Voluntary Giving In this study voluntary giving referred to those gifts given by individuals, corporations, or foundations but not those provided by state or federal agencies.

Volunteers In this study volunteers referred to those men and women who assisted the institution as

"donors, workers, ambassadors, advocates." (Pray, 1981, p. 158)

Organization of the Study

The remainder of this study has been organized in the following manner. Chapter II provides a review of the literature related to the subject of fund raising in its broadest sense. Chapter III details the methodology of the study. Chapter IV offers the results of the study. Chapter V presents a summary of the results of the study as well as the conclusions and recommendations that have been drawn from them.

CHAPTER II REVIEW OF LITERATURE

The purpose of the study was the identification of guidelines to evaluate fund raising at private postsecondary institutions. Through the statistical procedure of factor analysis the guidelines were factored from the responses given by specific categories of administrators at the 28 Jesuit institutions that participated in the study.

Notice was made that the needs of postsecondary institutions had forced the concepts and activities of fund raising into a more professional and diversified existence. What was considered the only function of those responsible for good will and obtaining monetary support from graduates--fund raising--has become but one segment of a major campus effort--institutional advancement. As institutional needs increased in number and intensity and as the structure of postsecondary education has become more sophisticated, the methods and areas of concern for raising financial support both for the short and long ranges have become more complicated. The complexity and speed that marked the growth of higher educational needs have brought

the notions about fund raising to a moment when analysis and scientific research are unavoidable.

The purpose of this chapter is twofold: (a) to provide a brief reason for the use of the statistical procedure of factor analysis; and (b) to supply authoritative comment relative to the characteristics of fund raising.

Factor Analysis

Administrators are confronted by multiple perceptions of fund raising when evaluating fund raising programs and activities. In the age of accountability efforts must be made to determine the guidelines that are the bases of judgment and decision for those individuals involved with the many facets of fund raising. The experience of administrators attempting decisions based upon the guidelines of personnel toward a particular subject or process is akin to the challenge that confronts psychologists evaluating personality. The investigation is necessarily based upon multiple indicators. (Harman, 1976). Factor analysis was developed in this context: to determine the dimensions of personality that would further assist efforts in personality evaluation. (Cattell, 1966). Despite its initial function in psychology, factor analysis can be used in other investigations (Harman, 1976).

The question has arisen whether factor analysis is an appropriate statistical procedure to identify the guidelines used in the evaluation of fund raising. Cattell

(1966) noted the type of situation where factor analysis would be useful: "[where] the number of variables to be watched over and thought about is bewilderingly large" (p. 175). Later in the study Cattell quoted Burt who focused the purpose of factor analysis as a procedure "to discover principles of classification" (p. 268) that pertain to individuals or variables. In a presentation of rating instruments for faculty evaluations, Berk (1979) indicated that "for standard instruments, however, the comparatively more complex factor analysis should also be considered" (p.662). Because computerization has made the procedure more feasible and because it furnishes information on "construct validity as well as internal consistency" (Cattell, 1966, p. 662), factor analysis is more frequently used in statistical studies where large numbers of variables are studied. In 1982, Steuart reported the occurrence of "numerous entries" (p. 40) in the factor analysis index of each issue of Resources in Higher Education. He listed six cases where factor analysis was used to determine the underlying dimensions of a large set of variables.

Because factor analysis assists in the discovery of the dimensions that are the underlying structure within a determined set of variables, it is a statistical procedure that seems suitable for the present study. The process reduces a larger number of variables into a smaller number of factors. From the resultant factors, guidelines can

be determined. Correlation among the variables results in the reduction. The value of the reduction is that the essence of the original, larger group of variables is contained in the underlying structure discovered in the analysis process. As noted by Harman (1976), "the chief aim [of factor analysis] is to attain scientific parsimony and economy of description" (p. 4).

Guerten and Bailey (1969) offered a simplified presentation of the complexities of the factor analysis procedure. Harman (1976), on the other hand, has presented a complete description of the method. Cattell (1966) has gathered a collection of articles that will assist those interested in the meaning and strategic use of factor analysis.

Fund Raising

The "most encouraging change" (Pray, 1981, p. 6) in the evolution of fund raising will be a collegiality among three campus units: fund raising, funds management, and academic administration. In describing the increased awareness of the need for "marketing institutions to their constituencies," Jones (1984) reflected the solidarity germ in Pray's thought: "In simplest terms, if the senior educational officer is responsible for the deployment of resources, and the senior business officer is responsible for conserving resources, the senior public affairs officer would be responsible for developing them" (p. 267).

A formula suggested by Jones (1984) demonstrated the importance of fund raising in the many ways that it is viewed. BB=TEPAG is the Jonesian formula for a balanced budget (BB): Balanced Budget = Tuition + Endowment + Public sources + Auxiliary incomes + Gifts. For private institutions "T" is of utmost importance along with "A" and "G". For educators, then, fund raising is "one essential part" (Jones, 1984, p. 268) of the financial structure of American education in the 1980s.

Pray's (1981) concern for solidarity and synergy during the 1980s is reflected in the "state of the art of educational fund raising" that is the result of "the synergistic effect of at least four basic forces" (Cheshire 1984, p. 127).

The first is the level of professional practice in education fund raising itself. The second relates to the conditions of employment present in institutions that commission the services of educational fund raising. The third is the status of the cause of the employing institutions. The fourth is the external economic, social, and political conditions that affect receptivity to the fund raisers. (Cheshire, 1984, p. 127)

The concepts and practices of fund raising, however, vary from institution to institution. In a survey of 23 institutions, Shea (1984) discovered that the activities related to fund raising were expansive. Those surveyed included the following activities in fund raising: "annual fund, deferred giving, capital campaign, special gifts, estate planning, wills and bequests, government grants

and contracts, foundations, faculty fund raising, and corporate relations" (p. 476). In a comprehensive analysis of institutional advancement, Rowland (1984) has devoted the largest section of the work to fund raising.

Fund raising in the educational world assists the "general welfare of the institution" (Cheshire, 1984, p. 122). It is the effort to obtain those "privately held assets" (Cheshire, 1984, p. 122) that would otherwise not be presented to educational institutions. It has come to be considered as "the total support system" (Pray, 1981, p. 3) for institutions.

In the Handbook for Educational Fund Raising, Francis Pray (1981) has suggested ten factors that are essential for fund raising programs.

1. Preparing for success.
2. Designing annual giving and associate programs.
3. Emphasizing capital campaigns and major gifts.
4. Exploring the support potential of organizations.
5. Probing the support potential of college constituencies.
6. Organizing and motivating volunteers.
7. Working with key administrators.
8. Enhancing operational efficiency.
9. The chief development officer.
10. Taking advantage of institutional uniqueness.

Cheshire (1984) presented the following as necessary concepts for fund raising as an integral part of the total

institutional advancement program in higher education:

1. The management of volunteers.
2. The overall development program.
3. The function and choice of professional fund raising counsel.
4. Research, records, and reporting.
5. Annual giving.
6. Grant development strategies.
7. Deferred giving programs.
8. The capital campaign.

The variety of elements that have been suggested by the foregoing are indicative of the wide scope of interests involved in educational fund raising. Some studies have looked at successful programs. A successful program uses what Pickett (1981) designated the "essential means of fund raising: annual giving, capital giving, deferred giving, and prospect research" (p. 12). Furthermore, evaluation of a program should be determined by "the productivity of the fund-raising program -- that is the relationship between actual gift income and potential gift income" (Pickett, 1981, p. 14). Pickett accepted this determination because " . . . colleges differ in the potential that they have for fund raising, just as individuals vary in their potential for achievement" (1977, p. 48).

Pickett's (1977) survey determined that those colleges considered "most productive in terms of their potential simply spend more money on total institutional advancement,

including fund raising . . . than do less productive institutions" (p. 12). In comparing colleges and universities for success in fund raising, Pickett (1981) maintained that five factors are indicative of an institution's potential for fund raising: (a) the endowment; (b) tuition; (c) number of graduates; (d) the academic quality of the institution; and (e) awareness of these features at other colleges and universities.

A first evaluative criterion that comes to mind in fund raising is the amount of monies secured through a fund raising program. Studies have indicated that gift dollars "are the most consistent correlation with expenditures, sizes of staff, and the institutional commitment as expressed in the percentage of educational and general (E&G) funds allocated to advancement programs, an umbrella term principally denoting alumni, development and communication activities" (Leslie, 1979, p. 60). While the ratio of dollars raised to dollars expended by the institution is an important evaluative norm, many other variables must be considered (Leslie, 1979).

Reviewing the fund-raising potential among institutions, Leslie (1979) suggested five "tangible" factors that have to be considered: (a) the type of institution; (b) the academic offerings; (c) the number of graduate and professional schools; (d) the size of the alumni body; and (e) the location of the institution. In addition, there are the "intangibles" that offset

weaknesses created by specific deficiencies. Spirit, energy, and competency will counter the deficiencies created by such hard realities as few graduates or professional schools (Leslie, 1979, p. 65).

Rowland (1983) presented a selected and annotated compendium of doctoral dissertations that relate to institutional advancement. The dissertation summaries are presented in the program areas suggested by the Council for the Advancement and Support of Education (CASE): (a) institutional relations; (b) educational fund raising; (c) alumni relations; (d) government relations; (e) publications; and, (f) executive management. (p. ii) There are 72 annotated reports in the fund-raising division of the compendium.

Fund raising among graduates is a concern for contemporary institutional advancement. Rowland (1983) reported that Wolshon related findings that alumni participate in the development work of their alma mater for several reasons: (a) the institution strives for quality; (b) the annual appeal is regarded as a primary source of support; (c) volunteers are well managed; (d) one-on-one contact is made whenever possible; (e) scheduling is operative and effective; (f) direct mailings are made to guarantee complete information coverage; and (g) the phonathon is utilized. In 1981, Purcell suggested the basic elements of fund raising that were needed in soliciting funds centered around leadership: (a) the right

leadership, (b) the proper research and strategy, (c) the ideal setting for a solicitation, and (d) beginning with the best prospects. Each of these functions brings attention to the leadership function in fund raising.

The president must be firmly and visibly involved in the institution's advancement. The head of the institution must be a leader on the campus (Frick, 1982). Johns Hopkins University president, Steven Muller, in addressing the impact of advancement upon the individual president, stated that "if he or she is unsuccessful, it will be largely because of lack of appreciation of and attention to the tasks of institutional advancement" (1984, p. 8). In order to achieve success in fund raising the leader of the institution must realize that asking for money is primary. The direct petition for resources cannot be entrusted to volunteers, trustees, or staff (Fisher, 1984). In 1982, Briscoe offered nine tips for small institution presidents to achieve success in fund raising efforts. He listed the following: (a) patience; (b) have an institutional report card always ready; (c) search for the proper prospect; (d) draw a personal profile on the potential donor; (e) involve the prospect in the life of the institution; (f) monitor the financial dealings of the prospect; (g) know and wait for the correct moment for the request; (h) know that both benefactor and institution must benefit from the gift; and (i) demonstrate a competence for managing the gift.

The president lives with an ever-growing list of "musts." Whoever would lead, must "articulate the case . . . present the vision . . . most of all elaborate his specific vision, rethink it as times change, and perfect it as he learns from experience or develops new resources" (Hesburgh, 1982, p. 16). As well, the president has a serious obligation to work closely with the business office (Pray, 1981). The president must be able to do the following:

To be the chief ambassador, the visible leader, the persuasive interpreter of the purposes of the institution, its accomplishments, and aspirations, to those individuals and groups who can make a significant difference in its success.

To lead a systematic planned program, with the cooperation of leadership trustees and chief aides, to mold the governing board over the months and years into a formidable supporting force of the institution.

To help create and lead a network of influential individuals from all relevant groups and constituencies who can support and nurture the institutional effort.

To recruit and support highly competent and professional leadership in the development office, evaluate it periodically as part of sound general management, and regard it adequately as accomplishment merits. (Pray, 1981, pp. 190-192)

Eckerd College president Billy O. Wireman commented in 1981 that "only to the degree that an institution has a strong president and development staff to mobilize the trustees, alumni, and friends to work will that institution sustain an effective development effort" (Pray, 1981, p. 355).

Finally, as Kerr (1982) noted, the president, among other responsibilities, must be "an astute bargainer with

the foundations and federal agencies . . . a friend of industry . . . a persuasive diplomat with donors . . ." (p. 29).

The nature of the fund raising mission of postsecondary institutions has been further amplified in a study of the role of the development director in private education. Sprunger and Berquist (1978) prepared a model for higher education administrators that focused on (a) planning, (b) organizing, (c) staffing, (d) leading, (e) evaluating, and (f) developing. In a survey of 105 private and/or sectarian institutions, Coloia (1981) concluded that development officers had become full-partner with other administrators in the higher education venture with respect to each of the six categories of the model. Demonstrated leadership skills will provide confidence in the chief development director that is fundamental to fund raising (Fisher, 1984). Director of CASE [Council for the Advancement and Support of Education], Fisher maintained that "the ideal candidate offers good sense, organization skills, and fund raising experience" (p. 168).

Another element that is critical for fund raising is the board of trustees. The trustees should participate actively in all fund raising events including the annual giving campaign, the capital campaign, planned giving, and phonathons (Fisher, 1984). The role of the trustees is "even more central" (Pray, 1981, p. 182) than that of the president. The president is the trustees' choice to carry

out their wisdom (Pray, 1981). The leadership of the board of trustees is one of three characteristics Pickett (1977) perceived as essential for successful fund raising. The trustees are responsible for program stimulation as well as coordination as was noted by Belcher (1960). In order to carry out these duties, however, the board has to be properly advised and informed.

Without information related to potential donors, fund raising is destined to fail. The basics of any a development program are research, records, and reporting (Ballard, 1984). The research needed to locate and understand prospects is "fundamental to effective development program operations . . ." (Brady, 1984, p. 201). Research is a consideration of "the relation of knowledge to action" (Jacobson, 1984, p. 508). Where research is professionally carried out, an institution "can considerably enhance the manager's ability to initiate programs of change and to design the adjustments essential to an institution's survival" (Jacobson, 1984, p. 509). The availability of computers and advanced data retrieval systems facilitates the necessarily tedious work of research and the collection of information in fund raising. In 1981, Ray stated that "development research, in the institution serious about development, is not a part-time clerical operation" (p. 87).

Fund raising is not the concern solely of campus officials whose offices are related to the financial

resources of the institution. Without the cooperation of the total institutional community the work of fund raising will suffer. Cooperation is one of the four essential rules for success in fund raising (Muller, 1984). "[The] staff in institutional advancement cannot function as an adjunct to the rest of the campus enterprise but only as an integral part of it" (Muller, 1984, p. 9). Each segment of the campus is important to the work of the development program at an institution (Pray, 1981, p. 187). In 1981, Pray quoted Picton's observation that participation in fund raising must extend beyond the planning and decision making stages to active support of finalized programs. Pray's (1981) conviction that coordination and cooperation are necessary is beyond doubt: "Institutional loyalty is at stake here, and every administrator not supportive of a policy decision perhaps should look elsewhere" (p. 187). How can success be evaluated? "Those institutions that develop the most cohesive and cooperative organizations will be the institutions that achieve the highest degree of success" (Roszell, 1981, p. 200).

Planning, leadership, cooperation, and financing are important factors in fund raising. Not to be overlooked, however, are the media through which the message is communicated to the various publics of the institution. Crawford (1984) reported that "publications do play an important role in marketing the college or university" (p. 391). Publications must reflect an awareness of the goals

of the institution and the people involved in the institution (Volkmann, 1983). Fund-raising publications serve as a supplement to the overall work of development (Crawford, 1984). What is critical for publications is that the product be an instrument that will attract and invite potential participants to the institutional mission. The publications must clearly convey the sense of the value in the mission (Crawford, 1984).

Perhaps the fund-raising activity most familiar to individuals is the annual giving campaign conducted by institutions. It is the belief of individuals such as Pray that annual giving is to be a "compliment rather than merely a supplement" (1981, p. 24), to the fund-raising efforts of an institution.. Annual giving is designed to assist the institution convey to its graduates and friends a sense of urgency about the annual needs. The annual appeal conveys a sense of excitement about the good that is occurring on the campus (Brothers, 1981). The results of the operations of professional, annual campaigns can be judged by the "interaction of the annual giving staff and its products with the institution's constituency" (Wilkerson and Schuette, 1981, p. 33).

The source of life for any fund raising program is those who give, those who voluntarily offer their resources of time, talent and assets. Who are the volunteers? Pray (1981) called them the "donors, workers, ambassadors, advocates" (p. 158) who assist the institutional

development program. No skill is more critical for the success of development work than "the competence in identifying, enlisting, leading, and rewarding volunteer effort" (Pray, 1981, p. 158).

There must be adequate time and preparation given to volunteer efforts (Harper, 1981). The attitude of the volunteers is critical for success in the programs. It must be fostered and guided properly. Top solicitors in fund raising have been involved with failure at some point in their careers. These individuals attribute failure to a "shortfall in the attitudes and actions of volunteers" (Harper, 1981, p. 167). Abraham Maslow's (1971) theory of motivation described an individual's need for self-actualization. The theory should not be overlooked in dealing with volunteers. Motivational studies provide keys to success (McIntyre, 1981).

The operation of campus unit depends upon a professionally trained and competent staff. To state that the development staff must be well-trained is understatement. The late-twentieth century is an age with strong emphasis upon accountability; a time when institutions are depending with an increasing degree of intensity upon the gift-giving of graduates, friends, and other organizations (Brady, 1984). According to Brady, "To develop the large-scale philanthropic resources that will be required by higher educational institutions in the 1980s, a system of accountability is required" (p. 216). Muller

(1984) included as the first basic ground rule that the component elements of the program be of high professional quality. Ciervo (1984) addressed the professionalism issue. Noting that we live in a different era today, he suggested that as an example, "yesterday's institutional relations operation, which was little more than a news bureau, is no longer adequate for today's tasks" (p. 14).

. . . The need for truly sophisticated and resourceful staff professionals is at an all-time high. It is no longer enough to hire a former coach, a retired professor, or a bright and interested alumnus and expect him or her to learn on the job. (Peavey, 1981, p. 256)

A source of major contributions to any institution is the capital campaign. Seymour (1966) applied to "Rule of Threes" to develop a rationale for the capital drives: "In any substantial capital campaign you have to get about a third of the money from the top ten gifts, another third from the next 100 largest gifts, and the last third from everybody else" (p. 32). Without the continuing income of larger gifts, the institution will not attract other gifts (Brossman, 1981). Closely related to the purposes of the capital and annual campaigns is planned giving.

Planned giving addresses all major donors who are active in any fund raising activities of an institution. To put forth the essence of the major-donations drives Parker (1981) quoted Fink:

To achieve success, schools, colleges, and universities will have to be decisive in their goals and aspirations, determined and candid in their

academic and financial planning, and dedicated to high standards in their presentation for support. Raising large sums of money or property from the private sector will require inspired trustee leadership, imaginative adaption to change, and the careful, skillful use of all the tools of the trade. (p. 77)

The evaluation, then, of fund raising is not so quickly nor easily located. And, once located, the results of an evaluation are nothing more than indicators. (Leslie, 1979) If officials of an institution should consider comparison with other institutions as a criterion for determining the success of a program, caution must be exercised. Accounting procedures, geographic locations, and academic goals will vary from school to school (Leslie, 1978).

Leslie (1978) suggested the following indicators to evaluate fund raising:

1. total private gifts according to source using CFAE [Council for Financial Aid to Education] categories
2. gifts according to purpose
3. costs for development work
4. E&G [Educational and General] expenditures of the institution
5. alumni solicited
6. alumni contributors
7. solicitations made according to personnel categories
8. cultivation calls made by same individuals
9. expenditures as a percentage of the total voluntary gifts total

10. advancement and development budget as a percentage of total E&G
11. percentage of E&G covered by gifts
12. alumni contributions as a percentage of collected monies
13. total advancement budget as a percentage of total E&G

There is an almost inexhaustible list of variables that can be used to evaluate fund raising. The indicators arise from a wide field of interests such as communications, psychology, management, finance, and research. Jacobson (1978) stated that "a sufficiently encompassing set of measures that meet criteria of validity, reproducibility, comparability and practicality of use" (Jacobson, 1978, p. 100) would be developed as the profession of fund raising matured. There is danger in too quickly accepting increased funds as the primary criterion for the evaluation. A "strong argument could be made that . . . increased funds should be the ultimate objective of all advancement programs . . . [but] . . . this is an oversimplification of the underlying purposes of the advancement programs" (Leslie, 1977, p.94).

Summary

In the review of literature the value of factor analysis in reducing large quantities of variables to smaller amounts has been indicated. Factor analysis also

provides a factor structure to a large number of items that is indicative of the underlying dimensions of that structure.

The literature has demonstrated that in the years since the Greenbriar Conference and the era of the Golden Years of higher education, the subject of fund raising has become a serious concern for postsecondary institutions. Professionalism has become a concern for the leadership at all higher education institutions. As technological advances have been made in society and as the need for increased funds has developed, the demands and expectations upon presidents and chief development officers have expanded. Familiarity with activities beyond traditional school management has made executive leadership a challenge for modern administrators.

The need for guidelines to evaluate fund raising is made in the literature. As fund raising becomes more of a determinant for institutional success, presidents and chief development officers will require suitable guidelines and indicators for evaluating the fund raising activities and theories used at campuses.

CHAPTER III METHODOLOGY

In Chapters I and II the need for guidelines to evaluate fund raising activities in the field of educational fund raising was presented. This study can be used to provide several guidelines to evaluate fund raising practices. As well, this study indirectly suggests a statistical process to derive conclusions.

Research Technique

For the study the survey research technique was selected. The survey method permitted contact with the largest possible number of individuals in a relatively short period of time. The mailed questionnaire enabled the researcher to reach the total Association of Jesuit Colleges and Universities membership and the large number of campus officials involved in the study.

Population Selection

Initially, a brief description of the purpose of the study was sent to the Association of Jesuit Colleges and Universities. The Executive Secretary of the association presented a formal resolution to the convened presidents of the 28 member institutions to approve and support the use of the survey on each of the member campuses. On October

3, 1984, in Washington, DC, at its annual meeting, the presidents of the 28 institutions approved the proposal and agreed to give their support to the study..

After the approval had been granted, letters were sent to each of the 28 presidents requesting their approval to send the questionnaire survey to the predetermined categories of campus administrators. A copy of the letter used is shown in Appendix A. A request was also made for their personal support of the project. The presidents were asked to return a prepared statement of approval. All 28 presidents responded in the affirmative. At one of the institutions the president waived a school practice of not encouraging surveys among campus administrators.

When the permissions had been granted by the presidents, a letter (Appendix A) was sent to the chief development officers at each of the campuses. These officers were informed of the president's approbation. A request was made that the chief development officer (a) designate someone who would assist the writer as campus coordinator for the questionnaire survey, and (b) present a list of the names of the individuals who would be classified within the three categories of campus administrators to whom the questionnaire would be sent. The names of the presidents, chief development officers, campus coordinators who were involved in the study are listed in Appendix B.

In some instances, where Associate/Assistant Vice Presidents, Associate/Assistant Deans, and financial officers were not included among the names returned by the institutions, the names of these officials were taken from the 1984-1985 Directory of the Association of Jesuit Colleges and Universities. In two instances the chief development officer forwarded the institutional campus directory and suggested that the names be selected by the researcher.

The study was confined to selected administrators in the 28 Jesuit colleges and universities. Among academic administrators were included Executive Vice Presidents, Vice Presidents, Assistant/Associate Vice Presidents, Directors of Administrative Services, Deans, and Associate/Assistant Deans. Chancellors, Presidents, Assistants to Presidents/Vice Presidents were included with those individuals who maintain administrative offices in institutional advancement -- fund raising, development, public relations, corporate/government relations, deferred giving, public relations, publications, and information services. In funds management Chief Financial Officers, Vice Presidents for Finance, Treasurers, Budget Directors, Controllers/Comptrollers, and Business Affairs officers were surveyed. The campus coordinators received 777 questionnaires for distribution to the selected officials.

Instrument Development

The questionnaire was developed using the fund raising literature available in 1985. Statements reflective of characteristic theories and practices of fund raising and development were prepared. Ultimately 79 statements were combined for use in the questionnaire. The statements were reviewed by a member of the University of Florida Foundation office, J. Jeffrey Robinson, Director of Corporate and Foundation Relations, and James L. Wattenbarger, director of the study and author of several community college fund raising articles.

The questionnaire was designed to provide three ratings for the 79 statements: (a) to rank the statements according to importance of the statement; (b) to rank the importance given the statements by the institution where the respondent was employed at the time of the questionnaire; and (c) to provide a first through third place ranking of the statements within the respective sections of the questionnaire. Only the first rating level, however, was used in the study: the degree of importance assigned to each of the statements. The second and third rating levels were included for two reasons: (a) to provide information for further study; and (b) to provide a back-up rating should the participants respond in such a way as to offer no discrimination in rating the statements. Because there was significant discrimination in the degree-of-importance

rating by the respondents, the need to use either of the two alternatives was eliminated.

Rating Scale

The respondents rated the degree of importance for each of the characteristics of fund raising on a five-point Likert-type scale. The rating scale suggested was

- | | |
|------------------------------|---|
| 5 = CRITICAL | I would consider this theory/practice among the three most important in fund raising and development. |
| 4 = ABOVE AVERAGE IMPORTANCE | I would consider this theory/practice a major factor or fund raising and development. |
| 3 = AVERAGE | I would consider this theory/practice to be an average factor for fund raising and development. |
| 2 = BELOW AVERAGE IMPORTANCE | I would not consider this theory/practice as a necessary factor for fund raising and development. |
| 1 = NOT RELATED | I would consider this theory/practice as not related to fund raising and development. |

Pilot Test

The development staff and several other administrators at Villanova University (Pennsylvania) served as a review panel to the survey. Thus the validity of the survey was determined. The reliability has not been established through any specific procedures. Consequently, whether identical results would be produced is unknown.

Data Collection

The prepared questionnaires were mailed to designated campus coordinators. From the responses of the chief

development officers, the submitted institutional directories, and the AJCU Directory, 777 campus administrators were identified in the three predetermined categories. Individually addressed surveys were sent to these individuals through the campus coordinators. Responses were received from 369 individuals. The return rate was 48.2 percent.

The writer did not ask respondents to identify themselves by name. Each respondent was assigned an identification number comprised of the schools primary zip code number and the number assigned each survey booklet. Further identification was obtained by the respondents' completing the following informational data: (a) Sex; (b) Institutional Work Area; (c) Specific Responsibility; (d) Years in Postsecondary Education; (e) Years in Present Position; (f) Lay/Clerical Status; (g) Academic Degree; and, (h) Professional Schools (involvement in). In the questionnaire no definitions were provided for any of the categories or the subcategories.

The questionnaire was mailed to the campus coordinator with a letter of instruction for dispersal and collection. Three weeks was allowed for mailing to the campuses, distribution of materials, collection, and return of the materials. Coordinators were asked to remind recipients of the return deadline several days before the end of the survey time period. The loss and subsequent discovery of materials for one institution and the occurrence of "Spring

Break" at three of the institutions delayed the return of materials in some instances. All materials were returned five weeks after the initial mailing. Through a secretarial oversight, the questionnaires mailed to Regis College, Denver, were not distributed. The oversight was not realized in sufficient time for the preparation and mailing of new materials.

Analysis of the Data

The Statistical Package for the Social Science program "Factor Analysis" was used to determine an underlying factor structure for the mean score ratings to the many characteristics of fund raising provided by the selected administrators. This operation was selected to assist in identifying underlying factors in the ratings of the characteristics of fund raising that might be useful guidelines in evaluating fund raising. The results indicated those underlying factors that resulted from the ratings of the selected administrators at the 27 participating Jesuit institutions.

Subsequently, the SPSS program "Analysis of Variance" was used to determine any significant differences in the mean rating scores of the selected campus groups. Where significant differences were indicated in the F-probability scores (.05 probability), post hoc testing was executed. The follow-up analysis procedures used in the study the Tukey's HSD test. A review of the analysis was made to determine conclusions and areas for further study. The

characteristics of fund raising used in the survey served as independent variables in the statistical operations throughout the study.

In order to provide information relative to the research questions noted above, the following hypotheses will be tested.

1. An underlying factor structure exists in the ratings of the characteristics for fund raising as scored by the three categories of campus officials.

2. There are no significant differences for the degree of importance assigned to any of the characteristics of fund raising between selected campus officials that determine the identified underlying factors.

Summary

The study began with a proposal to the Executive Secretary of the Association of Jesuit Colleges and Universities that the writer be allowed to carry out a questionnaire survey on the member campuses. The questionnaire was designed by the writer to assist in determining guidelines useful in the evaluation of fund raising at private, postsecondary institutions.

Characteristic statements established on the basis of the literature related to institutional advancement, development, and fund raising were developed. The statements were reviewed by a University of Florida Foundation officer and the director of the study. The

prepared questionnaire was tested by the Development staff and several other administrators at Villanova University (Pennsylvania). The questionnaire was distributed to 777 administrators at the 28 Jesuit colleges and universities in the areas of academic administration, institutional advancement, and funds management.

The analysis of the questionnaire was determined according to factor analysis and analysis of variance. The 79 statements of the questionnaire served as the variables in the factor analysis. The three groups of campus administrators served as the three levels in the analysis of variance. In the analysis of variance the between group differences were tested at the .05 level of significance.

CHAPTER IV RESULTS AND DISCUSSION

This chapter is divided into five sections that present the results of a survey questionnaire (Appendix D) that was distributed to a selected group of campus officials. The first section is a report of the general and statistical information related to the survey. The second section contains the findings related to the first research question: determining underlying factors or dimensions for the items presented in the survey. The third section is a report of the findings related to the second research question: determining any differences in the rankings given to the elements of the determined factor structures by selected campus officials. The fourth section provides a summary of the chapter.

General Results

The survey questionnaire (Appendix D) was distributed to selected campus officials at 28 American Jesuit colleges and universities (Appendix C). Of the 777 campus officials who received the survey, 369 responded to the 79 items that reflect major characteristics of fund raising presented in contemporary literature. The response return rate was 48.2 percent. As reported in Chapter III, responses were

received from all of the institutions except Regis College, Denver. The frequency of response according to administrative office is listed in Appendix G.

The mean rating scores for each of the 79 items are reported in Appendix F. The high mean rating (4.65) is associated with item 21: "Personal contact must be a hallmark for development." The low mean rating (2.57) is associated with item 29: "The level of income should be the primary index for salaries among fund raising personnel." There was a mean score of 4.0 (4=above average importance and 5=critical importance) or greater for 47 of the 79 items; 30 between 3.00 and 3.99 (average importance); and, 2 between 2.0 and 2.99 (below average importance). The first of the two means between 2.0 and 2.99 is noted above; the second is related to item 3: "Through the planning process directed by the development staff, the institution should be able to identify unproductive and obsolete programs or activities at an institution."

Research Question One

The first research question was an attempt to examine the rating responses to determine an underlying factor structure for the ratings to the 79 items in the survey. The Varimax rotated factor method of SPSS' factor analysis program resulted in a matrix with 21 factors based upon 271 cases. All missing values had been set for zero. The loadings are reported in Appendix H. Table 1 reports the percentage of variance related to each of the 21 factors produced in the final solution.

Table 1

Variance Accounted for by 21 Factors

Factor	Percent of Variance	Cumulative Variance	Factor	Percent of Variance	Cumulative Variance
1	47.8	47.8	11	2.3	84.1
2	6.7	54.6	12	2.0	86.1
3	5.8	60.4	13	2.0	88.1
4	4.4	64.8	14	1.8	89.9
5	3.8	68.6	15	1.7	91.6
6	2.9	71.5	16	1.5	93.1
7	2.8	74.3	17	1.5	94.6
8	2.6	76.9	18	1.5	96.1
9	2.5	79.4	19	1.3	97.4
10	2.4	81.8	20	1.3	98.7
			21	1.3	100.0

From the 21 factors of the final solution from the Varimax rotation method, there were four interpretable factors where the loading values were .5 or greater. The four interpretable factors represented the four common dimensions underlying the 79 items of the survey. The loadings on the subsequent 17 factors were insignificant. The loadings for factors 5 through 7 (Appendix H) are included as demonstration of the insignificant loadings that occur after the fourth factor. The remaining loadings for factors 8 through 21 were not printed in this study. There was no more than a single .5 loading for the 79 items

related to the remaining factors produced in the Varimax rotated method. As demonstrated in Table 1, the percentage of variance accounted for by the first four factors is 64.8 percent. The remaining 17 factors account for 35.2 percent.

Factor One

The 12 characteristic items with loadings of .5 or greater on factor 1 are listed in Table 2. These items concerned the value of volunteers, a program needed for volunteers, working relationship with volunteers, and knowing the characteristics of volunteers. Furthermore, the expectations set for the development staff include people-orientation, growth through critical review of work, articulation, and a positive attitude.

A review of the content of these items led to an interpretation of factor 1 as relating specifically to the handling of volunteers and to the extensive reality of communications in the fund raising profession. Factor 1 was identified as one underlying dimension that was common to the ratings of the 79 items of fund raising. Factor 1 was labeled "Volunteer Management and Communications."

Factor Two

The second factor had four loadings at .5 or greater that are reported in Table 3. These items were related to financial support and cooperation from the institution. Also included is the need for the development staff to work closely with the trustees. The content of these items

Table 2
Items with .5 or Greater
Loadings on Factor 1

Item	Loading	Characteristics
65	.63	Volunteers provide additional expertise, influence, and assistance to the development staff.
64	.62	Volunteers require a program with well-defined goals, objectives, staffing, directives, and controlling.
70	.62	The development staff must be people-oriented.
62	.62	Follow-up is the key to the successful use of volunteers.
60	.61	Development requires a good working-relationship with volunteers.
59	.58	The use of volunteers for specific fund-raising activities should be determined in the planning process.
73	.57	The fund-raising activities of an institution are managed with a positive attitude despite any setback.
77	.55	The development staff demonstrates growth through critical reviews of their work.
72	.55	The development staff has to convey a sense of motivation to the campus community.
71	.54	The development staff must be articulate.

Table 2--continued

<u>Item</u>	<u>Loading</u>	<u>Characteristics</u>
61	.52	The proper use of volunteers requires delegation.
69	.51	The development staff must maintain positive relationships with the administration, faculty, and other divisions of the institution.

indicate that factor 2 involves the active participation of trustees in fund raising activities. Factor 2 was interpreted as another underlying dimension that was common to the ratings of the 79 items of fund raising. Factor 2 was labeled "Trustee Giving and Leadership".

Factor Three

Table 4 reports the four items with loadings of .5 or greater on factor 3. These items focus on the importance of the case statement in fund raising. The content of these items indicate that factor 3 involves the importance of the case statement prepared for fund raising activities. Factor 3 was labeled "Case Statement Importance".

Factor Four

The two items with loadings of .5 or greater on factor 4 are reported in Table 5. The two items on this factor

Table 3
Items with .5 or Greater
Loadings on Factor 2

Item	Loading	Characteristics
53	.79	The financial support of trustees must be actively enlisted.
52	.73	Much gift support is expected from trustees.
55	.64	The development office should work closely with trustees.
54	.62	Successful fund raising is marked by the capable leadership of the trustees.

pertain to the relationship between the financial management operation and the development staff. The content of these items indicate that factor 4 involves the importance of a strong relationship between the chief financial and the chief development officers. Factor 4 was labeled "Accounting and Reporting Between the Development and Financial Offices."

Research Question One Summary

A factor structure of four interpretable factors has resulted from the factor analysis procedure. The identified factor structure following analysis has been accepted as indicative of the underlying dimensions common to the 79 item ratings. Following an examination of the contents of the items that loaded at .5 or greater on each of the factors, four dimensions were described and labeled:

Table 4
Items with .5 or Greater
Loadings on Factor 3

Item	Loading	Characteristics
4	.70	The case statement for specific fund raising activities reflects the general mission of the institution and the specific intention of the proposed project.
2	.66	The specific features, idiosyncrasies, and history of an institution must be incorporated into the preparation of the institution's case statement.
1	.60	The president and chief development officer must be involved in the preparation of the case statement for any fund raising program.
7	.58	Campaigns for resources involve an academic blueprint for the institution embracing what is needed for professorships, scholarships, library holdings, new academic programs, building, and equipment to achieve institutional goals and educational services.

Volunteer Management and Communications

Trustee Giving and Leadership

Case Statement Importance

Accounting and Reporting Between the Development
and Finance Offices.

Table 5
Items with .5 or Greater
Loadings on Factor 4

Item	Loading	Characteristics
46	.77	Working together with the chief financial officer should be a prime concern of the chief development officer.
47	.55	The chief development officer in conjunction with the chief financial officer must develop accounting and reporting procedures which benefit both development and financial management.

Research Question Two

The second research question of the study was to determine whether the three principal campus groups surveyed rated the 79 items in the same manner. The three groups, academic administration, institutional advancement, and funds management were used because of Pray's (1981) concern that cooperation among them would be a sign of times for the 1980s. Table 6 reports the number of respondents from each of the three groups.

The SPSS analysis of variance procedure was used to determine if the 79 items had been rated statistically significantly different between the three selected groups of campus officials. Appendix I is a report of the

Table 6

Number of Respondents Per Campus Group
and Percentage of All Respondents

Campus Group	Number of Respondents	Percentage of Total
Academic		
Administration	221	60.9
Institutional		
Advancement	114	31.4
Funds Management	22	6.1
Missing	6	1.6

analysis of variance rated on each of the 79 items by the combined selected campus groups. Table 7 reports the items that have a significant difference in the variance of the mean score rating among the three groups.

Follow-up study was then carried out for those items that were included among the common factors determined through the factor analysis procedure. Significant differences in the variance of the mean score ratings were realized among the three groups on three of the 14 items common to the first factor and two of the second factor. There were no significant differences in the mean score ratings between the items on the third and fourth factors. Table 8 is a listing of those items with their appropriate F-scores and F-probability scores.

As noted by Huck, Cormier, and Bounds (1974), a basic assumption for analysis of variance, like the f-test, is

Table 7

Analysis of Variance F-scores for
Items Rated at .05 Significance

Items	F-score	F-significance
3	3.72	.02
9	3.42	.03
10	5.93	.00
18	8.84	.00
25	3.87	.02
26	6.36	.00
31	8.15	.00
32	3.47	.03
34	9.5	.00
39	3.77	.02
45	4.12	.01
48	20.63	.00
51	3.12	.04
52	16.93	.00
53	11.07	.00
55	8.15	.00
56	4.23	.01
60	3.39	.03
62	4.52	.01
75	6.31	.00
79	5.29	.00

Table 8

Items within Common Factors
with Mean Scores and Significantly Different Scores

Item	Factor	Mean Score	F-Ratio	F-Probability
60	1	4.46	3.39	0.0349
62	1	4.35	4.53	0.0115
65	1	3.98	10.36	0.0000
53	2	4.39	11.07	0.0000
55	2	4.26	8.15	0.0003

that approximately the same variance will be found in the scores of the groups. The F-test is considered valid when the numbers in each group are constant. When there is an unequal number of subjects within the groups, the basic assumption has to be tested.

Follow-up analysis was performed using the Tukey-HSD procedure to determine the between group difference. This procedure is one of the more conservative multiple-comparison procedures in post hoc comparisons.

Factor One Significant Differences

Significant differences were found between three items (items 60, 62, and 65) noted in Table 8. The mean scores for item 60, "Development requires a good working-relationship with volunteers," ranged between 4.36 to 4.60. According to the Tukey-HSD post hoc analysis, respondents from the academic administrators and the institutional advancement group differed significantly.

Institutional advancement personnel rated the good-working relationship with volunteers more important than did academic administrators.

The mean scores for item 62, "Follow-up is a key to the successful use of volunteers," ranged between 4.22 and 4.49. According to the Tukey-HSD post hoc analysis, respondents from the institutional advancement campus group differed significantly from academic administrator group. For the institutional advancement group follow-up as a key to the successful use of volunteers was rated more important than by the academic administrators.

The mean scores for item 65, "Volunteers provide additional expertise, influence and assistance to the development staff," ranged between 3.8 and 4.2. According to the Tukey-HSD post hoc analysis, respondents from the institutional advancement group differed significantly from the academic administrator group. For the institutional advancement group the added expertise, influence, and assistance of volunteers was rated more important than it was for the academic administrators.

Factor Two Significant Differences

Among the items related to factor 2, Trustee Giving and Leadership, two (items 53 and 55) demonstrated a significant difference in scores between the three surveyed groups. The means scores for item 53, "The financial support of trustees must be actively enlisted," ranged between 4.1 to 4.6. According to the Tukey-HSD post hoc

analysis, respondents from the institutional advancement group differed significantly from the academic administrator group. The institutional advancement group rated active enlistment of trustee support more important than did the academic administrators.

The second item related to factor 2 that demonstrated a significant difference was item 55. The mean scores for item 55, "The development office should work closely with the trustees," ranged between 4.07 and 4.49. According to the Tukey-HSD post hoc analysis, respondents from the institutional advancement group differed significantly with the academic administrator group. The institutional advancement group rated close working with the trustees more important than did academic administrators.

Factors Three and Four Significant Differences

There were no significant differences among the items for factors 3 and 4 between the campus groups. These results indicate that with regard to these two dimensions the campus officials in the three selected groups rated the items with the similar degrees of importance. These dimensions were (a) Case Statement Importance and (b) Accounting and Reporting Between the Development and Finance Offices.

Research Question Two Summary

In the second research question significant statistical differences between the three campus groups were determined. Using analysis of variance the differences

were determined to exist only within two of the four underlying dimensions of the factor analysis procedure.

Summary

The study involved a total of 369 respondents. From this number 261 responses were used in the factor analysis procedure; 363 were used in the analysis of variance procedure. The items used in the questionnaire were reviewed by two University of Florida personnel skilled in fund raising theory and practice. A field test of the questionnaire survey was carried out at Villanova University (Pennsylvania). Changes to the statements were made upon recommendation of the review and testing. When the questionnaires had been distributed and collected, the results were analyzed by factor analysis and analysis of variance to answer the two research questions of the study. An underlying factor structure of four dimensions was determined by a factor analysis of the data. Significant differences between the responding groups was determined through analysis of variance. The differences were found only among the elements of two of the four underlying dimensions. In each instance of significant difference, institutional advancement personnel differed in their ratings from the academic administrators.

CHAPTER V FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is a review of the study. The purpose of the study was to identify useful guidelines for evaluation of fund raising in private, postsecondary institutions. The guidelines were derived from the ratings of importance for 79 characteristics of fund raising provided by three selected groups of campus officials at the American Jesuit colleges and universities in 1985.

The questions researched in the project were (a) what is the underlying factor structure (dimensions) for the various ratings of importance provided by selected campus officials?; (b) were there any statistically significant different mean rating scores for the characteristics of fund raising within the factor structure determined by analysis between the three group of officials? and (c) what are some guidelines for evaluating fund raising activities in private, postsecondary institutions.

Of the 777 administrators selected from 28 private, postsecondary institutions to participate in the study, 369 administrators from 27 institutions rated 79 items on a survey questionnaire (Appendix D) for their degree of importance for fund raising. Of these 369 responses, 271

were valid for the factor analysis procedure necessary for the first research question; 363 were valid for the analysis of variance and post-hoc, one-way analysis of variance and Tukey-HSD procedures required by the second research question. The SPSS factor analysis procedure employed the means scores of the respondents to determine the intercorrelation of the 79 characteristics of fund raising rated according to degree of importance. The correlation coefficient matrix was then used to determine the underlying dimensions or factors of the ratings. The factor scores for the underlying factors or dimensions were determined by the factor loadings. Those characteristics greater than .5 for each suggested factor were used to determine the underlying dimensions. The mean scores of the characteristics greater than .5 were then tested for comparison to determine significant statistical differences.

Findings

The findings are divided into three sections. These sections relate to the three research questions of the study. The first section demonstrates the underlying factor structure to the responses of the surveyed campus officials. In the second section there is a presentation of the statistical differences among the responses. And, in the third section, there is a presentation of the guidelines determined as a result of the analysis.

Factors

The first research question was to determine the underlying dimensions of the characteristics of fund raising as rated by selected campus officials. The factor analysis process related to the first research question produced a group of 21 factors. Of these 21 factors, four were interpreted as being a representation of the underlying dimensions of the 79 fund raising characteristics rated according to their degree of importance. With the four factors as a basis for the investigation carried out in the first research question, the following four dimensions were identified, discussed, and labeled:

Volunteer Management and Communications

Trustee Giving and Leadership

Case Statement Importance

Accounting and Reporting Between Development and Finance

Differences Among Campus Officials

The second research question concerned the ratings for the characteristics of fund raising related to the four dimensions determined in the first research question. Significant statistical differences in the mean factor scores were determined between administrative groups on the first two of the four dimensions. They are as follows:

1. Volunteer Management and Communications
 - a. Administrators involved in institutional advancement work gave more importance to the

good working-relationship with volunteers than did academic administrators.

- b. Academic administrators rated follow-up with volunteers of less importance than did institutional advancement personnel.
 - c. Institutional advancement administrators rated the additional expertise, influence, and assistance provided by volunteers as more important than did academic administrators.
2. Trustee Giving and Leadership
- a. Institutional advancement administrators rated the close working with trustees of more importance than did academic administrators.
 - b. Academic administrators rated the active enlistment of trustee support of less importance than did institutional advancement administrators.

Guidelines

From the four dimensions determined in the first research question, four guidelines have been proposed for use in an evaluation of fund raising.

- 1. Fund raising activities should be characterized by competent and positive management of volunteers that is inclusive of a comprehensive manner of communicating to all involved in the fund raising activities.

2. Fund raising activities should be characterized by active involvement of the institution's trustees in giving and other forms of leadership.
3. Fund raising activities should be characterized by a case statement that is inclusive of the totality of the institution and the specific needs of the institutions.
4. Fund raising activities should be characterized by clearly stated procedures for accounting and reporting established by the Chief Development Officer and the Chief Financial Officer.

Implications

From the results of the questionnaire survey completed by a select group of campus officials in 27 Jesuit colleges and universities located throughout the United States, there are implications that can be stated.

1. The use of a set of organized guidelines could assist the development staff in efforts to maintain professional credibility among the various levels of the academic community that it serves.

2. Various campus officials should perceive even in the area of fund raising and development the need for means and methods of communications among the various campus officials to demonstrate a unified, campus-wide understanding of specific fund raising programs and activities.

3. Development personnel should renew efforts to make clear to the various campus officials involved in fund raising activities or planning the reasons for good working-relationships with all levels of volunteers.

4. The campus officials directly involved with development and fund raising activities, especially the chief executive and the chief development officers, should establish procedures that guarantee and demonstrate the value of consistent follow-up with volunteers.

5. The administrators of development and fund raising offices must make evident all of the assests that can be brought to institutional growth through the assistance offered by volunteers in areas other than direct giving.

6. The role of trustees in giving and providing leadership should be a primary concern for the presidents and chief development officers in their efforts to build strong support from the governing board and to demonstrate to the institution's constituencies the personal commitment of the trustees.

7. The development staff should be trained in various methods to design fund raising programs that bring other campus officials into close working-relationships with members of the institution's governing board.

8. The chief development and chief financial officers should be guided in their planning and acting by an accepted policy of reporting and accounting.

Recommendations

1. The four guidelines should be used by private, postsecondary development administrators as guidelines in evaluating existing fund raising programs. Awareness of the information included in each of the factors should provide those responsible for successful fund raising with concrete expressions of tested values and/or practices.
2. The four guidelines should be used to examine the relationship of the campus officer and personnel directly or remotely associated with fund raising activities. It cannot be overlooked that rating results are an expression of the value system of a select group of administrators. The use of the characteristics associated with the four guidelines should be carried out only to the degree that the contents of both are an expression of the individual user's value system.
3. The four guidelines should be used as informational data for boards of trustees as a means for their membership realizing the expectations of the specific groups of campus officials for their participation in institutional leadership.
4. Developing fund raising programs that include the content of the four guidelines and their

characteristics should provide development administrators with stronger, professional credibility among the multiple constituencies of an academic institution.

5. The first guideline should be used to assist the total institutional advancement program in providing time and assistance in the use and management of volunteers.
6. The second guideline should provide chief executive officers and chief development officers with a means to foster and strengthen trustee participation in giving and leadership at the institution.
7. The third guideline should provide support to institutional advancement and development administrators to develop the most comprehensive and informative statement about the institution and current needs.
8. The fourth guideline should be the basis for a sound and professional rapport between the development and the financial divisions of the campus especially in an age when accountability is of primary concern.
9. The information provided in the second research question should be used by the chief development officer to determine programs for use throughout the campus community to further the understanding of the multiple factors involved in fund raising.

Recommendations for Further Study

Based on the results of this study, need for further research in the following areas is indicated:

1. The application of these guidelines to evaluate fund raising activities specifically in other private, postsecondary institutions.
2. The application of these guidelines to evaluate fund raising activities specifically in public, postsecondary institutions.

APPENDIX A

COVER LETTERS TO PRESIDENTS,
CHIEF DEVELOPMENT OFFICERS, AND
CAMPUS CO-ORDINATORS



The Basilica-Cathedral
of
St. Augustine

RECTORY OFFICES: 35 TREASURY STREET
 ST. AUGUSTINE, FLORIDA 32084
 PHONES: (904) 824-2806 - (904) 824-2807

November 20, 1984

The Presidents
 Jesuit Colleges and Universities
 United States

Dear Father President,

You may recall that at the October 3, 1984 meeting of the Jesuit College and University Presidents a motion was approved concerning my doctoral dissertation. I had asked that the dissertation be presented in super-summary form so that you would have some notion of its purpose and contents when you would receive a letter from me.

I am writing to ask your approval and support for the survey I will use in my dissertation. Your support will, I am certain, be most helpful.

For the sake of remembrance: I am attempting to demonstrate the strength of Francis Pray's thesis that a new "collegiality" will develop during the 1980s among three campus units: (a) development; (b) funds management; (c) academic administration. All who maintain a managerial position in each of the three areas will be asked to participate. Respondents will be asked to rank a number of statements (a) in theory and (b) in practice. All information related to amounts of money and percentages of participation in annual giving will be derived from the most recent CPAE annual report. The responses will be factor analyzed to determine the underlying perceptions of fund raising. Comparisons and analyses will be made among the three campus units and between a variety of classifications of the participating institutions.

Jesuit College Presidents
Page Two -- November 20, 1984

Anonymity will be guaranteed to respondents and individual institutions. A copy of the study will be made available to Presidents at their request. At that time the President will be informed of the "code name" for his institution.

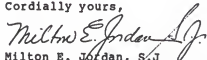
After speaking with several of the Jesuit presidents and chief development officers, I believe that the study will be of practical use to the institutions. The analysis will clarify the understanding of the basic concepts of and toward fund raising among the three mentioned campus units.

If you approve of my conducting the mail survey at your institution, I will contact the chief development officer to gain the assistance in determining the individuals who should receive a questionnaire.

The study should be completed by the summer of 1985. The enclosed card is self-explanatory.

I am truly grateful for your support and to your institution for the cooperation that will be afforded me. Practicality is the goal in this dissertation. I hope that what I am trying to do will assist you and the development work at all Jesuit institutions in the United States.

Cordially yours,



Milton E. Jordan, S.J.
[MD Province. (984) 824-2806/7].



*The Basilica-Cathedral
of
St. Augustine*

RECTORY OFFICES: 35 TREASURY STREET
ST. AUGUSTINE, FLORIDA 32084
PHONES: (904) 824-2806 - (904) 824-2807

January 15, 1984

The Chief Development Officers
Jesuit Colleges and Universities
United States

Dear Chief Development Officer,

Following a letter to the president at your institution, requesting approval to send a survey to the campus, and his subsequent approval, I am writing to ask your assistance before I send the surveys to your campus. You may recall that I wrote you last year with an early notice that I was preparing a dissertation that would focus on fund raising in private, postsecondary institutions. My focus will be on the Jesuit membership of AJCU.

Could I ask for the assistance of an individual in your bailiwick to assist me as a contact person during the procedure? I realize that you need an extra interference like you need any problem. Your willingness will be heartfelt, let me assure you. I will do all that is possible to maintain a minimal interference with whomever you might suggest that I contact.

What I need to know follows:

(1) a contact person [possibly a student assistant or secretarial assistant?] to whom I can forward the surveys, preaddressed for distribution in your campus mail system and to whom the completed questionnaires can be returned for mailing to me. This is a major request, I realize, but I feel I have to ask it to cut back on what could become a large postage fee for me. I will pay for the returning of the completed project.

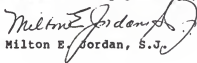
(2) the names and positions of all those who are employed in managerial or staff positions in each of three specific campus offices: (a) academic administration --deans and higher; (b) funds management; and, (c) institutional advancement.

The survey is presently being pilot-tested at a private, postsecondary institution operated by a male religious order. My timetable is to have the surveys prepared for mailing to each of the participating Jesuit institutions by the middle of January.

The Chief Development Officers
Page Two -- January 15, 1985

Again, I am most appreciative of your assistance in this dissertation project. Without the assistance of many Jesuit college personnel my work would not be possible -- this I know.

Warmest holiday greetings,

A handwritten signature in dark ink, appearing to read "Milton E. Jordan, S.J.", with a large, stylized flourish at the end.

(Rev.) Milton E. Jordan, S.J.



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of
St. Augustine

RECTORY OFFICES: 35 TREASURY STREET
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March 15, 1985

Dear Friend,

May I take a moment to introduce myself. I am Milt Jordan, a Jesuit priest and member of the Maryland Province. At the moment I am completing my studies in higher education administration at the University of Florida. Because of my prior experiences and their relation to fund raising works, I have focused my dissertation on one specific aspect of the total development work.

My experience and consultations with a variety of development and administrative personnel at the postsecondary level have discovered that there is no established instrument that will assist in measuring a specific development thrust. The survey that I have included with this letter is a basic part of my study. The results of the survey will be used to look at and describe the particular thrust of development at 28 participating Jesuit colleges and universities. Through the use of several statistical procedures I hope to demonstrate the underlying principles that motivate the many men and women who are involved in the wide variety of responsibilities that touch upon fund raising and development.

I do hope that you will take the time to complete the survey. Although the survey may seem extensive, there are only 79 statements that are being evaluated. Your willingness to take about 45 minutes to complete the survey will greatly assist me; I may be able to finish this study and graduate in the not too distant future.

All the instructions needed are included within the survey itself. As you will learn from the information asked of you, there is no need for personal identification.

As numerous articles and positions being taken by foundations have indicated, the work of fund raising and development has entered the professional status. It is my hope that your assistance along with the many others from the administrative offices in academics, funds management, and advancement will further the perception of professionalism at the Jesuit institutions in the United States.

As you can imagine, I honestly appreciate your taking some time from a busy schedule for this project of mine. I well remember the variety of surveys that landed on my desk. Without your help I could *NOT* complete the task before me. I wish you well in your work because it is so important to the men and women who come to you and the Jesuit schools. You have a wonderful mission. My prayers support you in your work.

Cordially,

Milt Jordan, SJ

(Rev.) Milton E. Jordan, SJ

APPENDIX B

PRESIDENTS, CHIEF DEVELOPMENT OFFICERS,
AND CAMPUS CO-ORDINATORS ASSISTING IN STUDY

Boston College

President
 Chief Development Officer
 Campus Co-ordinator

J. Donald Monan, SJ
 James P. McIntyre
 Christopher Connolly

Canisius College

President
 Chief Development Officer
 Campus Co-ordinator

James M. Demske, SJ
 Gregory Fields
 Gregory Fields

College of the Holy Cross

President
 Chief Development Officer
 Campus Co-ordinator

John E. Brooks, SJ
 Francis X. Miller, SJ
 Francis X. Miller, SJ

Creighton University

President
 Chief Development Officer
 Campus Co-ordinator

Michael G. Morrison, SJ
 James E. Hoff, SJ
 Marie Jacoby

Fairfield University

President
 Chief Development Officer
 Campus Co-ordinator

Aloysius P. Kelly, SJ
 George F. Diffley
 Julie McGovern

Fordham University

President
 Chief Development Officer
 Campus Co-ordinator

Joseph A. O'Hare, SJ
 John Wellington
 Elizabeth Mulligan

Georgetown University

President
 Chief Development Officer
 Campus Co-ordinator

Timothy S. Healy, SJ
 Adele L. Wells
 Margo Hauck

Gonzaga University

President
 Chief Development Officer
 Campus Co-ordinator

Bernard J. Coughlin, SJ
 William J. Wagner
 Wanda Reynolds

John Carroll University

President
 Chief Development Officer
 Campus Co-ordinator

Thomas P. O'Malley, SJ
 Paul Kantz
 Rosalie Massey

LeMoyne College

President
 Chief Development Officer
 Campus Co-ordinator

Frank R. Haig, SJ
 Daniel J. Healy
 Maureen Shanahan

Loyola College

President
 Chief Development Officer
 Campus Co-ordinator

Joseph A. Sellinger, SJ
 Robert D. Sweeney
 Geraldine Daly

Loyola-Marymount University

President
 Chief Development Officer
 Campus Co-ordinator

James N. Loughran, SJ
 Paul L. Harris
 Rita Beghin

Loyola University (Chicago)

President
 Chief Development Officer
 Campus Co-ordinator

Raymond C. Baumhart, SJ
 W. Daniel Conroyd
 Helen R. Kucera

Loyola University (New Orleans)

President
 Chief Development Officer
 Campus Co-ordinator

James C. Carter, SJ
 Charles E. Young
 Shirley Rose

Marquette University

President
 Chief Development Officer
 Campus Co-ordinator

John P. Raynor, SJ
 Michael A. Mancuso
 Rose Dostal, OSU

Regis College

President
 Chief Development Officer
 Campus Co-ordinator

David M. Clarke, SJ
 John H. Alexander, Jr.

Rockhurst College

President
 Chief Development Officer
 Campus Co-ordinator

Robert F. Weiss, SJ
 Maurice M. McNelis
 Maurice M. McNelis

St. Joseph's University

President
 Chief Development Officer
 Campus Co-ordinator

Donald L. MacLean, SJ
 Peter A. Caputo
 Marlene Fantini

St. Louis University

President
 Chief Development Officer
 Campus Co-ordinator

Thomas R. Fitzgerald, SJ
 J. Barry McGannon, SJ
 Bert Brod

St. Peter's College

President
 Chief Development Officer
 Campus Co-ordinator

Edward Glynn, SJ
 Eugene J. Kennedy
 Irene Latomski

Seattle University

President
 Chief Development Officer
 Campus Co-ordinator

William J. Sullivan, SJ
 Gregory F. Lucey, SJ
 Margaret Ainsley

Spring Hill College

President
 Chief Development Officer
 Campus Co-ordinator

Paul S. Tipton, SJ
 Robert P. Johnson
 Joan Siegwald

University of Detroit

President
 Chief Development Officer
 Campus Co-ordinator

Robert A. Mitchell, SJ
 Peter G. Remington
 Peter G. Remington

University of San Francisco

President
 Chief Development Officer
 Campus Co-ordinator

John LoSchiavo, SJ
 Alfred Allestrandri
 Helen Makras

University of Santa Clara

President
Chief Development Officer
Campus Co-ordinator

William J. Rewak, SJ
Eugene F. Gerwe
Ed Sherry

University of Scranton

President
Chief Development Officer
Campus Co-ordinator

Joseph A. Panuska, SJ
Robert Sylvester
Carol Dodge

Wheeling College

President
Chief Development Officer
Campus Co-ordinator

Thomas S. Acker, SJ
Patrick M. Joyce
Carol Orts

Xavier University

President
Chief Development Officer
Campus Co-ordinator

Charles L. Currie, SJ
Paul L. Lindsay, Jr.
Mary A. LaPille

APPENDIX C

AMERICAN JESUIT POSTSECONDARY INSTITUTIONS:
LOCATIONS AND DATES OF FOUNDING

Institution	Location	Founding Date
Georgetown University	Washington, DC	1789
St. Louis University	St. Louis, MO	1818
Spring Hill College	Mobile, AL	1830
Xavier University	Cincinnati, OH	1831
Fordham University	Bronx, NY	1841
College of the Holy Cross	Worcester, MA	1843
St. Joseph's University	Philadelphia, PA	1851
University of Santa Clara	Santa Clara, CA	1851
Loyola College	Baltimore, MD	1852
University of San Francisco	San Francisco, CA	1855
Boston College	Chestnut Hill, MA	1863
Canisius College	Buffalo, NY	1870
Loyola University of Chicago	Chicago, IL	1870
St. Peter's College	Jersey City, NJ	1872
Regis College	Denver, CO	1877
University of Detroit	Detroit, MI	1877
Marquette University	Milwaukee, WI	1881
John Carroll University	Cleveland, OH	1886
Gonzaga University	Spokane, WA	1887
Seattle University	Seattle, WA	1891
Rockhurst College	Kansas City, MO	1910
Loyola Marymount University	Los Angeles, CA	1911
Loyola University	New Orleans, LA	1912

<u>Institution</u>	<u>Location</u>	<u>Founding Date</u>
Fairfield University	Fairfield, CT	1942
LeMoyne College	Syracuse, NY	1946
Wheeling College	Wheeling, WV	1954

^a

Source: Directory--1984-1985: Association of Jesuit
Colleges and Universities and the Jesuit Secondary
Education Association.

APPENDIX D

FUND RAISING/DEVELOPMENT SURVEY

**CRITERIA FOR THE EVALUATION OF
FUND RAISING AND DEVELOPMENT
AT PRIVATE
POSTSECONDARY INSTITUTIONS**

FUND RAISING/DEVELOPMENT SURVEY

Your opinion is needed to assist in the improvement of fund raising and development policies and procedures in postsecondary institutions. Please respond to the following statements that are related to fund raising/development theory. Instructions will be provided throughout the survey as they may be required. The survey should require no more than 45 - 60 minutes of your time.

ANSWER SHEETS

Along with the survey you should have received two (2) General Purpose Answer Sheets (GPAS) printed by the University of Florida. These forms will be used to machine-score the responses of each participant. Instructions on the GPAS should not be overlooked especially as regards the use of a No. 2 or softer pencil.

GENERAL INFORMATION

On one of the two provided answer sheets, please complete the following:

- 1) Under LAST NAME, FIRST NAME, AND MI:

OMIT ANY information in these sections.

- 2) Under SOCIAL SECURITY NUMBER:

a) print the five-digit zip code number for your institution in the first five spaces directly beneath Social Security Number and mark accordingly.

b) skip ONE space -- that should be marked by filling in the zero

c) continue along the same line (directly beneath Social Security) providing the three digits listed on the front of this booklet. This digit is required to keep your answer sheets together in the computing process.

- 3) Under IDENTIFICATION NUMBER:

a) print 1 and mark accordingly. This is the pagination for the two answer sheets. Page two will be marked when you reach that point.

- 4) Under SPECIAL CODES:

Column A-- SEX

Print your sex (M or F) and mark according to the following scale beneath column A:

1 = Female or 2 = Male.

Column B-- INSTITUTIONAL WORK AREA

Print the primary campus area in which you work from among the following and mark accordingly beneath column B.

- 1 = Academic Administration
2 = Institutional Advancement
3 = Funds Management
4 = General Administration

Sample

IDENTIFICATION NUMBER									
SOCIAL SECURITY NUMBER									
3	2	0	8	4	9	9	9	1	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Sample

SPECIAL CODES									
A	B	C	D	E	F	G	H	I	J
1	4	9	1	1	1	2	3	3	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Columns C-- and D-- SPECIFIC RESPONSIBILITY

Print the specific occupation in which you work from among the following and mark accordingly beneath column C or column D.

Column C

- 0 = President
- 1 = Chief Development Officer
- 2 = Chief Financial Officer
- 3 = Chancellor
- 4 = Executive Vice President
- 5 = Vice President
- 6 = Assistant/Associate Vice President
- 7 = Dean
- 8 = Associate/Assistant Dean
- 9 = None of the above

Column D

- 0 = Assistant to President/Vice President
- 1 = Alumni
- 2 = Public Relations/Publications/Information Services
- 3 = Corporate/Governmental Relations
- 4 = Deferred Giving
- 5 = Business Affairs
- 6 = Controller/Comptroller
- 7 = Bursar/Treasurer
- 8 = Administrative Services
- 9 = None of the above

Column E-- YEARS IN POSTSECONDARY EDUCATION

Print the number of years you have worked in postsecondary education from the following and mark accordingly under column E.

- 1 = 1 - 3 years
- 2 = 4 - 6 years
- 3 = 7 - 10 years
- 4 = 11 - 15 years
- 5 = 16 or more years.

Column F-- YEARS IN PRESENT POSITION

Print the number of years you have worked in your present position from the following and mark accordingly under column F.

- 1 = 1 - 3 years
- 2 = 4 - 6 years
- 3 = 7 - 10 years
- 4 = 11 - 15 years
- 5 = 16 or more years.

Column G-- LAY/CLERICAL STATUS

Print your status from the following and mark accordingly under column G.

- 1 = Jesuit
- 2 = Layperson

Column H-- ACADEMIC DEGREE

Print your highest academic degree from the following and mark accordingly under column H.

- 1 = BA or BS
- 2 = MA, MS, MBA, MTh, or MDiv
- 3 = Specialist
- 4 = PhD, ThD

Column I-- PROFESSIONAL SCHOOLS (Colleges)

If you are primarily involved in one of the following professional schools, please print your school/college from the following and mark accordingly under column I.

- 1 = Allied Health, Dental, Medical, Nursing
- 2 = Business/Management
- 3 = Education
- 4 = Law
- 5 = School or college not listed

**CRITERIA FOR THE EVALUATION OF
FUND RAISING AND DEVELOPMENT
AT PRIVATE
POSTSECONDARY INSTITUTIONS**

A number of statements follow. The theory in these statements has been derived from a study of the literature in the field of fund raising and development. You are asked to indicate your assessment of the degree of importance. There are no hidden "bad" theories or practices. The survey will reveal the attitudes toward fund raising and development theories and practices that exist among those involved in the many facets of fund raising and development in private, postsecondary education at this time in its history. You are asked to rate each statement from two points of view:

- a) your opinion of the degree of importance of the stated theory or practice; and,
- b) your assessment of the importance your institution currently places upon the theory or practice.

SURVEY SCALE:

You are asked to use the following scale to measure the degree of importance you feel each statement should be given for each of the two foci of measurement: your personal view, and your view of the institution's assessment of the theory/practice. As noted above, the statements reflect positive realities. In rating the degree of importance, you are being asked to rate importance not quality.

5 = CRITICAL	I would consider this theory/practice among the three most important in fund raising and development.
4 = ABOVE AVERAGE IMPORTANCE	I would consider this theory/practice a major factor of fund raising and development.
3 = AVERAGE	I would consider this theory/practice to be an average factor for fund raising and development.
2 = BELOW AVERAGE IMPORTANCE	I would not consider this theory/practice as a necessary factor for fund raising and development.
1 = NOT RELATED	I would consider this theory/practice factor as not related to fund raising and development.

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

SECTION I: PLANNING, PART ONE

- I.) The president and chief development officer must be involved in the preparation of the case statement for any fund raising program.
- 1) I rank the importance of this statement as: 1 2 3 4 5.
- 2) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) The special features, idiosyncrasies and history of an institution must be incorporated into the preparation of the institution's case statement.
- 3) I rank the importance of this statement as: 1 2 3 4 5
- 4) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) Through the planning process directed by the development staff, the institution should be able to identify unproductive and obsolete programs or activities at an institution.
- 5) I rank the importance of this statement as: 1 2 3 4 5
- 6) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) The case statement for specific fund raising activities reflects the general mission of the institution and specific intention of the proposed project.
- 7) I rank the importance of this statement as: 1 2 3 4 5
- 8) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- V.) Building the institution's case statement is more important than the writing of the same document.
- 9) I rank the importance of this statement as: 1 2 3 4 5
- 10) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VI.) A case statement should make a clear presentation of the institution's professional concern for itself as well as its various constituencies.
- 11) I rank the importance of this statement as: 1 2 3 4 5
- 12) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VII.) Campaigning for resources involves an academic blueprint for the institution embracing what is needed in professorships, scholarship, library holdings, new academic programs and building and equipment to achieve institutional goals and educational services.
- 13) I rank the importance of this statement as: 1 2 3 4 5
- 14) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

Statement Ranking
SECTION I: PLANNING, PART ONE

15) Of statements I to VII, I consider the most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII		

16) Of statements I to VII, I consider the next most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII		

17) Of statements I to VII, I consider the third most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII		

SECTION II: PLANNING, PART TWO

- I.) The development staff must be alert to both the academic and non-academic needs of the various units of the campus community.
- 18) I rank the importance of this statement as: 1 2 3 4 5
- 19) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) Preparing fund-raising programs to assist campus units should involve as many members of the campus community principally responsible for the program being designed.
- 20) I rank the importance of this statement as: 1 2 3 4 5
- 21) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) The development staff should consider the needs of campus units as a broad-scope means to maintain the voluntary support of graduates, benefactors, and friends as an ongoing operation.
- 22) I rank the importance of this statement as: 1 2 3 4 5
- 23) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) The organizational lines of responsibility for fund-raising activities must be well-defined at the outset of each project.
- 24) I rank the importance of this statement as: 1 2 3 4 5
- 25) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 I = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

V.) The organization and goals of fund-raising activities must be clearly understood and accepted by all involved in the projects.

26) I rank the importance of this statement as: 1 2 3 4 5

27) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VI.) Evaluative criteria must be established at the outset of each fund-raising activity.

28) I rank the importance of this statement as: 1 2 3 4 5

29) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VII.) The goals of the Institution should be made more visible in the planning of development programs.

30) I rank the importance of this statement as: 1 2 3 4 5

31) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VIII.) The timetable for a fund-raising activity or program is clearly stated at the outset by the development staff.

32) I rank the importance of this statement as: 1 2 3 4 5

33) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

Statement Ranking
SECTION II: PLANNING, PART TWO

34) Of statements I to VIII, I consider the most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII;	8 = statement VIII.	

35) Of statements I to VIII, I consider the next most important to be:

1 = statement I;	2 = statement II;	3 = statement III
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII;	8 = statement VIII	

36) Of statements I to VIII, I consider the third most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV	5 = statement V;	6 = statement VI;
7 = statement VII	8 = statement VIII	

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

SECTION III: THEORY, PART ONE

- I.) Development programs cannot overlook the role of women in giving to educational institutions.
- 37) I rank the importance of this statement as: I 2 3 4 5
- 38) I rank my institution's assessment of the importance of this statement as: I 2 3 4 5
- II.) Development programs stop short of determining the specific projects (needs) for which funds are solicited.
- 39) I rank the importance of this statement as: I 2 3 4 5
- 40) I rank my institution's assessment of the importance of this statement as: I 2 3 4 5
- III.) Academic administrators should participate in determining specific fund-raising activities.
- 41) I rank the importance of this statement as: I 2 3 4 5
- 42) I rank my institution's assessment of the importance of this statement as: I 2 3 4 5
- IV.) Academic administrators are expected to know the principals of development and fund raising.
- 43) I rank the importance of this statement as: I 2 3 4 5
- 44) I rank my institution's assessment of the importance of this statement as: I 2 3 4 5

Statement Ranking SECTION III: THEORY, PART ONE

- 45) *Of statements I to IV, I consider the most important to be:*
 1 = statement I; 2 = statement II;
 3 = statement III; 4 = statement IV
- 46) *Of statement I to IV, I consider the next most important to be:*
 1 = statement I to IV; 2 = statement II;
 3 = statement III; 4 = statement IV
- 47) *Of statements I to IV, I consider the third most important to be:*
 1 = statement I; 2 = statement II;
 3 = statement III; 4 = statement IV

.....
 I = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

SECTION IV: THEORY, PART TWO

- I.) Adaptation to change is critical for the development program and fund-raising activities.
- 48) I rank the importance of this statement as: 1 2 3 4 5
- 49) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) Personal contact must be a hallmark for development.
- 50) I rank the importance of this statement as: 1 2 3 4 5
- 51) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) Trust of the institution and liking of a particular individual(s) at/or related to the institution are the primary roots of fund raising.
- 52) I rank the importance of this statement as: 1 2 3 4 5
- 53) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) It must be clear to the chief development officer, the chief financial officer, and the major academic administrators what can be accepted with complete integrity by the institution as a gift.
- 54) I rank the importance of this statement as: 1 2 3 4 5
- 55) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- V.) Donors decisions can be significantly influenced by reasoned argument based on an informed understanding of institutional needs and direction.
- 56) I rank the importance of this statement as: 1 2 3 4 5
- 57) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

Statement Ranking SECTION IV: THEORY, PART TWO

- 58) Of statements I to V, I consider the most important to be:
 1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V
- 59) Of statements I to V, I consider the next most important to be:
 1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V
- 60) Of statements I to V, I consider the third most important to be:
 1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

SECTION V: FINANCIAL

- I.) The percentage of the annual budget allotted to development is indicative of the administration's concern for the financial growth of the institution.
- 61) I rank the importance of this statement as: 1 2 3 4 5
- 62) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) Professionally prepared and presented financial statements attract gifts.
- 63) I rank the importance of this statement as: 1 2 3 4 5
- 64) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) The budget process is a vital tool for the chief development officer to bring the development needs and procedures to the awareness of academic and financial personnel.
- 65) I rank the importance of this statement as: 1 2 3 4 5
- 66) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) The institution's expectations for fund-raising activities are reflected in budget allocations to the development staff.
- 67) I rank the importance of this statement as: 1 2 3 4 5
- 68) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- V.) The level of gift income should be the primary index for salaries among fund-raising personnel.
- 69) I rank the importance of this statement as: 1 2 3 4 5
- 70) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VI.) In planning fund-raising programs, the development staff must consider every aspect of cost and anticipated income.
- 71) I rank the importance of this statement as: 1 2 3 4 5
- 72) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

Statement Ranking SECTION V: FINANCIAL

73) Of statements I to V, I consider the most important to be:

1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V; 6 = statement VI

74) Of statements I to V, I consider the next most important to be:

1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V; 6 = statement VI

75) Of statements I to V, I consider the third most important to be:

1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V; 6 = statement VI

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

SECTION VI: CAMPAIGNS

- I.) Institutions must rely upon large gifts.
- 76) I rank the importance of this statement as: 1 2 3 4 5
- 77) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) The annual appeal should be the forerunner to the capital campaign.
- 78) I rank the importance of this statement as: 1 2 3 4 5
- 79) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) The development program must have a strong annual giving program that grows yearly.
- 80) I rank the importance of this statement as: 1 2 3 4 5
- 81) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) Giving clubs are needed to foster increased giving to the institution.
- 82) I rank the importance of this statement as: 1 2 3 4 5
- 83) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- V.) Major giving clubs should institutionalize the principals of development.
- 84) I rank the importance of this statement as: 1 2 3 4 5
- 85) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VI.) In campaigns one third of the money comes from the top ten gifts, another third from the next 100 largest gifts, and the last third from everybody else.
- 86) I rank the importance of this statement as: 1 2 3 4 5
- 87) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VII.) The capital campaign should be embedded in the total development program.
- 88) I rank the importance of this statement as: 1 2 3 4 5
- 89) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VIII.) Those actively involved in the ongoing educational mission of the institution through their annual gifts should be considered among the best prospects for significant gifts.
- 90) I rank the importance of this statement as: 1 2 3 4 5
- 91) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IX.) Strong financial support must be sought from wealthy graduates.
- 92) I rank the importance of this statement as: 1 2 3 4 5
- 93) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 I = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

Statement Ranking
SECTION VI: CAMPAIGNS

94) Of statements I to IX, I consider the most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII;	8 = statement VIII;	9 = statement IX

95) Of statements I to IX, I consider the next important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII;	8 = statement VIII;	9 = statement IX

96) Of statements I to IX, I consider the third most important to be:

1 = statement I;	2 = statement II;	3 = statement III;
4 = statement IV;	5 = statement V;	6 = statement VI;
7 = statement VII;	8 = statement VIII;	9 = statement IX

SECTION VII: CHIEF EXECUTIVE OFFICER

I.) Trustee cultivation should be an ongoing development concern for the president.

97) I rank the importance of this statement as: 1 2 3 4 5

98) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

II.) The president is the principal spokesperson for development on the campus.

99) I rank the importance of this statement as: 1 2 3 4 5

100) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

III.) The president cannot be a technical expert in fund raising but must have an understanding of the development thrust in order to function effectively.

101) I rank the importance of this statement as: 1 2 3 4 5

102) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

IV.) The president is principally responsible for making the request for resources from potential donors.

103) I rank the importance of this statement as: 1 2 3 4 5

104) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

V.) The president should give the greater part of his/her time and effort to the development effort of the institution.

105) I rank the importance of this statement as: 1 2 3 4 5

106) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

Statement Ranking
SECTION VII: CHIEF EXECUTIVE OFFICER

- 107) Of statements I to V, I consider the most important to be:
 1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V
- 108) Of statement I to V, I consider the next most important to be:
 1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V
- 109) Of statement I to V, I consider the third most important to be:
 1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V

SECTION VIII: CHIEF DEVELOPMENT OFFICER

- I.) The direction of the volunteers should be a major concern of the chief development officer.
- 110) I rank the importance of this statement as: 1 2 3 4 5
- 111) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) Working together with the chief financial officer should be a prime concern of the chief development officer.
- 112) I rank the importance of this statement as: 1 2 3 4 5
- 113) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) The chief development officer in conjunction with the chief financial officer must develop accounting and reporting procedures which benefit both development and financial management.
- 114) I rank the importance of this statement as: 1 2 3 4 5
- 115) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) The chief development officer should be considered among the members of the highest rankings of the campus administration.
- 116) I rank the importance of this statement as: 1 2 3 4 5
- 117) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- V.) The growing complexity of development requires that the chief development officer look to the development staff and the entire campus community for input relative to securing gift income.
- 118) I rank the importance of this statement as: 1 2 3 4 5
- 119) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VI.) The chief development officer maintains the ultimate responsibility for coordinating fund-raising activities.
- 120) I rank the importance of this statement as: 1 2 3 4 5
- 121) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 I = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

Statement Ranking
SECTION: VIII CHIEF DEVELOPMENT OFFICER

122) *Of statements I to VI, I consider the most important to be:*

1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V; 6 = statement VI

123) *Of statements I to VI, I consider the next most important to be:*

1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V; 6 = statement VI

124) *Of statements I to VI, I consider the third most important to be:*

1 = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V; 6 = statement VI

SECTION IX: TRUSTEES (DIRECTORS)

I.) **The trustees (directors) should provide the necessary approval for fund-raising programs.**

125) I rank the importance of this statement as: 1 2 3 4 5

126) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

II.) **Much gift support is expected from the trustees.**

127) I rank the importance of this statement as: 1 2 3 4 5

128) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

III.) **The financial support of trustees must be actively enlisted.**

129) I rank the importance of this statement as: 1 2 3 4 5

130) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

IV.) **Successful fund raising is marked by the capable leadership of the trustees.**

131) I rank the importance of this statement as: 1 2 3 4 5

132) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

V.) **The development office should work closely with the trustees.**

133) I rank the importance of this statement as: 1 2 3 4 5

134) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VI.) **Continuing education and motivation of trustees must be an ongoing concern for development officers.**

135) I rank the importance of this statement as: 1 2 3 4 5

136) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 I = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

VII.) Trustees should be involved in planning development programs.

137) I rank the importance of this statement as: 1 2 3 4 5

138) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VIII) Trustees are responsible for the acquisition, conservation, and management of funds and properties.

139) I rank the importance of this statement as: 1 2 3 4 5

140) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

Statement Ranking
SECTION IX: TRUSTEES

141) *Of statements I to VIII, I consider the most important to be:*

<i>1 = statement I;</i>	<i>2 = statement II;</i>	<i>3 = statement III;</i>
<i>4 = statement IV;</i>	<i>5 = statement V;</i>	<i>6 = statement VI;</i>
<i>7 = statement VII;</i>	<i>8 = statement VIII</i>	

142) *Of statements I to VIII, I consider the next most important to be:*

<i>1 = statement I;</i>	<i>2 = statement II;</i>	<i>3 = statement III;</i>
<i>4 = statement IV;</i>	<i>5 = statement V;</i>	<i>6 = statement VI;</i>
<i>7 = statement VII;</i>	<i>8 = statement VIII</i>	

143) *Of statements I to VIII, I consider the third most important to be:*

<i>1 = statement I;</i>	<i>2 = statement II;</i>	<i>3 = statement III;</i>
<i>4 = statement IV;</i>	<i>5 = statement V;</i>	<i>6 = statement VI;</i>
<i>7 = statement VII;</i>	<i>8 = statement VIII</i>	

SECTION X: VOLUNTEERS

I.) The use of volunteers for specific fund raising activities should be determined in the planning process.

144) I rank the importance of this statement as: 1 2 3 4 5

145) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

II.) Development requires a good working-relationship with volunteers.

146) I rank the importance of this statement as: 1 2 3 4 5

147) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

III.) The proper use of volunteers requires delegation.

148) I rank the importance of this statement as: 1 2 3 4 5

149) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

IV.) Follow-up is key to the successful use of volunteers.

150) I rank the importance of this statement as: 1 2 3 4 5

151) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

V.) Volunteers should be carefully screened before enlisting their assistance and support.

152) I rank the importance of this statement as: 1 2 3 4 5

153) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VI.) Volunteers require a program with well-defined goals, objectives, staffing, directing, and controlling.

154) I rank the importance of this statement as: 1 2 3 4 5

155) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VII.) Volunteers provide additional expertise, influence, and assistance to the development staff.

156) I rank the importance of this statement as: 1 2 3 4 5

157) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

VIII.) An ideal volunteer is selected from among those segments of the academic and civic community that the volunteer is expected to influence.

158) I rank the importance of this statement as: 1 2 3 4 5

159) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

PLEASE NOTE

At this time please complete the following:

a) mark answer sheet response #160 with a zero

b) begin to use the second provided General Purpose Answer Sheet

c) under Social Security Number please repeat process as on the first answer sheet:

print Institution zip code

leave next space blank, mark with a zero

print the three-digit code from top of answer sheet

mark all of these accordingly

d) under Identification Number please print 2 and mark accordingly

IX.) The primary characteristics of volunteers in summary are capacity, confidence, and commitment.

161) I rank the importance of this statement as: 1 2 3 4 5

162) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

**Statement Ranking
 SECTION X: VOLUNTEERS**

163) Of statements I to IX, I consider the most important to be:

1 = statement I;

2 = statement II;

3 = statement III;

4 = statement IV;

5 = statement V;

6 = statement VI;

7 = statement VII

8 = statement VIII;

9 = statement IX

165) Of statements I to IX, I consider the next most important to be:

1 = statement I;

2 = statement II;

3 = statement III;

4 = statement IV;

5 = statement V;

6 = statement VI;

7 = statement VII;

8 = statement VIII;

9 = statement IX

165) Of statements I to IX, I consider the third most important to be:

1 = statement I;

2 = statement II;

3 = statement III;

4 = statement IV;

5 = statement V;

6 = statement VI;

7 = statement VII;

8 = statement VIII;

9 = statement IX

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

SECTION XI: STAFF, PART ONE

- I.) The development staff must understand and appreciate the educational process.
- 166) I rank the importance of this statement as: 1 2 3 4 5
- 167) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- II.) The development staff must maintain positive relationships with the administration, faculty, and other divisions of the institution.
- 168) I rank the importance of this statement as: 1 2 3 4 5
- 169) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- III.) The development staff must be people-oriented.
- 170) I rank the importance of this statement as: 1 2 3 4 5
- 171) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- IV.) The development staff must be articulate.
- 172) I rank the importance of this statement as: 1 2 3 4 5
- 173) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- V.) The development staff has to convey a sense of motivation to the campus community.
- 174) I rank the importance of this statement as: 1 2 3 4 5
- 174) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VI.) The fund raising activities of an institution are managed with a positive attitude despite any setbacks.
- 176) I rank the importance of this statement as: 1 2 3 4 5
- 177) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5
- VII.) The development staff is responsible for generating relationships between the institution and prospective donors.
- 178) I rank the importance of this statement as: 1 2 3 4 5
- 179) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

Statement Ranking
SECTION XI: STAFF, PART ONE

180) *Of statements I to VII, I consider the most important to be:*

<i>1 = statement I;</i>	<i>2 = statement II;</i>	<i>3 = statement III;</i>
<i>4 = statement IV;</i>	<i>5 = statement V;</i>	<i>6 = statement VI;</i>
<i>7 = statement VII</i>		

181) *Of statements I to VII, I consider the next most important to be:*

<i>1 = statement I;</i>	<i>2 = statement II;</i>	<i>3 = statement III;</i>
<i>4 = statement IV;</i>	<i>5 = statement V;</i>	<i>6 = statement VI;</i>
<i>7 = statement VII</i>		

182) *Of statements I to VII, I consider the third most important to be:*

<i>1 = statement I;</i>	<i>2 = statement II;</i>	<i>3 = statement III;</i>
<i>4 = statement IV;</i>	<i>5 = statement V;</i>	<i>6 = statement VI;</i>
<i>7 = statement VII</i>		

SECTION XII: STAFF, PART TWO

I.) **Development research should focus upon the few-hundred, potential, major-donors.**

183) I rank the importance of this statement as: 1 2 3 4 5

184) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

II.) **Time and effort given to the awareness of the characteristics of potential donors are more important than plans and procedures for programs and activities prepared by development staffs.**

185) I rank the importance of this statement as: 1 2 3 4 5

186) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

III.) **The development staff demonstrates growth through critical reviews of their work.**

187) I rank the importance of this statement as: 1 2 3 4 5

188) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

IV.) **Ultimately the size of the development staff must be determined by gift-income requirements.**

189) I rank the importance of this statement as: 1 2 3 4 5

190) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

V.) **The development staff should encourage other campus personnel to develop new fund-raising ideas and activities.**

191) I rank the importance of this statement as: 1 2 3 4 5

192) I rank my institution's assessment of the importance of this statement as: 1 2 3 4 5

.....
 1 = NOT RELATED; 2 = BELOW AVERAGE IMPORTANCE; 3 = AVERAGE IMPORTANCE
 4 = ABOVE AVERAGE IMPORTANCE; 5 = CRITICAL IMPORTANCE

Statement Ranking
SECTION XII: STAFF, PART TWO

193) Of statements I to V, I consider the most important to be:

I = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V'

194) Of statements I to V, I consider the next most important to be:

I = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V

195) Of statements I to V, I consider the third most important to be:

I = statement I; 2 = statement II; 3 = statement III;
 4 = statement IV; 5 = statement V

FINAL WORDS

Your time, cooperation, and interest are deeply appreciated. Without your patience and endurance my study would not be possible. In your frustration or tiredness at this point think of this: you may well have rescued one graduate student from a sentence to the unending world of the ABD (all but the degree) classification!

Please return the completed answer sheets and the surveys to the delivery envelope. The name of the individual on your campus who has been assisting me in getting names, delivering the survey to you, and in returning the completed work is also on the envelope. The materials should be returned to that person. NO LATER THAN MARCH 29, 1985.

I wish you well in your work. You are important to so many people: truly a wonderful gift! And, I, while some individuals may offer you various incentives to complete the survey, I can only offer you this: my genuine gratitude and a willingness to offer my help to you if there is ever the time that I can be of assistance.

APPENDIX E

CHARACTERISTICS USED FOR STATISTICAL
OPERATIONS IN THE STUDY

Characteristics

1. The president and chief development officer must be involved in the preparation of the case statement for any fund raising program.
2. The special features, idiosyncrasies, and history of an institution must be incorporated into the preparation of the institution's case statement.
3. Through the planning process, directed by the development staff, the institution should be able to identify unproductive and obsolete programs or activities at an institution.
4. The case statement for specific fund raising activities reflects the general mission of the institution and specific intention of the proposed project.
5. Building the institution's case statement is more important than the writing of the same document.
6. A case statement should make a clear presentation of the institution's professional concern for itself as well as its various constituencies.

Characteristics

7. Campaigning for resources involves an academic blueprint for the institution embracing what is needed in professorships, scholarship, library holdings, new academic programs, building, and equipment to achieve institutional goals and educational services.
8. The development staff must be alert to both the academic and non-academic needs of the various units of the campus community.
9. Preparing fund raising programs to assist campus units should involve as many members of the campus community principally responsible for the program being designed.
10. The development staff should consider the needs of campus units as a broad-scoped means to maintain the voluntary support of graduates, benefactors, and friends as an ongoing operation.
11. The organizational lines of responsibility for fund-raising activities must be well-defined at the outset of each project.

Characteristics

12. The organization and goals of fund-raising activities must be clearly understood and accepted by all involved in the project.
13. Evaluative criteria must be established at the outset of each fund-raising activity.
14. The goals of the institution should be made more visible in the planning of development programs.
15. The timetable for a fund-raising activity or program is clearly stated at the outset by the development staff.
16. Development programs cannot overlook the role of women in giving to educational institutions.
17. Development programs stop short of determining the specific projects (needs) for which funds are solicited.
18. Academic administrators should participate in determining specific fund-raising activities.

Characteristics

19. Academic administrators are expected to know the principles of development and fund raising.
20. Adaptation to change is critical for the development program and fund-raising activities.
21. Personal contact must be a hallmark for development.
22. Trust of the institution and liking of a particular individual(s) at/or related to the institution are the primary roots of fund raising.
23. It must be clear to the chief development officer, the chief financial officer, and the major academic administrators what can be accepted with complete integrity by the institution as a gift.
24. Donors' decisions can be significantly influenced by reasoned argument based on an informed understanding of institutional needs and direction.
25. The percentage of the annual budget allotted to development is indicative of the administration's concern for the financial growth of the institution.

Characteristics

26. Professionally prepared and presented financial statements attract gifts.
27. The budget process is a vital tool for the chief development officer to bring the development needs and procedures to the awareness of academic and financial personnel.
28. The institution's expectations for fund-raising activities are reflected in budget allocations to the development staff.
29. The level of gift income should be the primary index for salaries among fund-raising personnel.
30. In planning fund-raising programs, the development staff must consider every aspect of cost and anticipated income.
31. The institution must rely upon large gifts.
32. The annual appeal should be the forerunner to the capital campaign.
33. The development program must have a strong annual giving program that grows yearly.
34. Giving clubs are needed to foster increased giving to the institution.

Characteristics

35. Major giving clubs should institutionalize the principles of development.
36. In campaigns one third of the money comes from the top ten gifts, another third from the next 100 largest gifts, and the last third from everybody else.
37. The capital campaign should be embedded in the total development program.
38. Those actively involved in the ongoing educational mission of the institution through their annual gifts should be considered among the best prospects for significant gifts.
39. Strong financial support must be sought from wealthy graduates.
40. Trustees cultivation should be an ongoing development concern for the president.
41. The president is the principal spokesperson for development on the campus.
42. The president cannot be a technical expert in fund raising but must have an understanding of the development thrust in order to function effectively.
43. The president is principally responsible for making the request for resources from potential donors.

Characteristics

44. The president should give the greater part of his/her time and effort to the development effort of the institution.
45. The direction of the volunteers should be a major concern of the chief development officer.
46. Working together with the chief financial officer should be a prime concern of the chief development officer.
47. The chief development officer in conjunction with the chief financial officer must develop accounting and reporting procedures which benefit both development and financial management.
48. The chief development officer should be considered among the members of the highest rankings of the campus administration.
49. The growing complexity of development requires that the chief development officer look to the development staff and the entire campus community for input relative to securing gift income.

Characteristics

50. The chief development officer maintains the ultimate responsibility for coordinating fund-raising activities.
51. The trustees (directors) should provide the necessary approval for fund-raising activities.
52. Much gift support is expected from trustees.
53. The financial support of trustees must be actively enlisted.
54. Successful fund raising is marked by the capable leadership of the trustees.
55. The development office should work closely with the trustees.
56. Continuing education and motivation of trustees must be an ongoing concern for development officers.
57. Trustees should be involved in planning development programs.
58. Trustees are responsible for the acquisition, conservation, and management of funds and properties.
59. The use of volunteers for specific fund-raising activities should be determined in the planning process.

Characteristics

60. Development requires a good working-relationship with volunteers.
61. The proper use of volunteers requires delegation.
62. Follow-up is key to the successful use of volunteers.
63. Volunteers should be carefully screened before enlisting their assistance and support.
64. Volunteers require a program with well-defined goals, objectives, staffing, directing, and controlling.
65. Volunteers provide additional expertise, influence, and assistance to the development staff.
66. An ideal volunteer is selected from among those segments of the academic and civic community that the volunteer is expected to influence.
67. The primary characteristics of volunteers in summary are capacity, confidence, and commitment.
68. The development staff must understand and appreciate the educational process.

Characteristics

69. The development staff must maintain positive relationships with the administration, faculty, and other divisions of the institution.
70. The development staff must be people-oriented.
71. The development staff must be articulate.
72. The development staff has to convey a sense of motivation to the campus community.
73. The fund raising activities of an institution are managed with a positive attitude despite any setback.
74. The development staff is responsible for generating relationships between the institution and prospective donors.
75. Development research should focus upon the few-hundred, potential, major-donors.
76. Time and effort given to the awareness of the characteristics of potential donors are more important than plans and procedures for programs and activities prepared by development staffs.
77. The development staff demonstrates growth through critical reviews of their work.

Characteristics

78. Ultimately the size of the development staff must be determined by gift-income requirements.
79. The development staff should encourage other campus personnel to develop new fund-raising ideas and activities.

APPENDIX F

MEAN RATING SCORES FOR CHARACTERISTICS
USED IN STUDY

Means	Characteristics
-------	-----------------

- | | |
|------|--|
| 4.54 | 1. The president and chief development officer must be involved in the preparation of the case statement for any fund raising program. |
| 4.31 | 2. The special features, idiosyncrasies, and history of an institution must be incorporated into the preparation of the institution's case statement. |
| 2.84 | 3. Through the planning process, directed by the development staff, the institution should be able to identify unproductive and obsolete programs or activities at an institution. |
| 4.44 | 4. The case statement for specific fund raising activities reflects the general mission of the institution and specific intention of the proposed project. |
| 3.50 | 5. Building the institution's case statement is more important than the writing of the same document. |
| 4.10 | 6. A case statement should make a clear presentation of the institution's professional concern for itself as well as its various constituencies. |

Means	Characteristics
4.60	<p>7. Campaigning for resources involves an academic blueprint for the institution embracing what is needed in professorships, scholarship, library holdings, new academic programs, building, and equipment to achieve institutional goals and educational services.</p>
4.34	<p>8. The development staff must be alert to both the academic and non-academic needs of the various units of the campus community.</p>
4.00	<p>9. Preparing fund raising programs to assist campus units should involve as many members of the campus community principally responsible for the program being designed.</p>
3.88	<p>10. The development staff should consider the needs of campus units as a broad-scoped means to maintain the voluntary support of graduates, benefactors, and friends as an ongoing operation.</p>
4.40	<p>11. The organizational lines of responsibility for fund-raising activities must be well-defined at the outset of each project.</p>

Means	Characteristics
4.35	12. The organization and goals of fund-raising activities must be clearly understood and accepted by all involved in the project.
3.90	13. Evaluative criteria must be established at the outset of each fund-raising activity.
4.21	14. The goals of the institution should be made more visible in the planning of development programs.
4.00	15. The timetable for a fund-raising activity or program is clearly stated at the outset by the development staff.
3.97	16. Development programs cannot overlook the role of women in giving to educational institutions.
3.16	17. Development programs stop short of determining the specific projects (needs) for which funds are solicited.
3.87	18. Academic administrators should participate in determining specific fund-raising activities.

Means	Characteristics
3.28	19. Academic administrators are expected to know the principles of development and fund raising.
4.33	20. Adaptation to change is critical for the development program and fund-raising activities.
4.65	21. Personal contact must be a hallmark for development.
4.15	22. Trust of the institution and liking of a particular individual(s) at/or related to the institution are the primary roots of fund raising.
4.36	23. It must be clear to the chief development officer, the chief financial officer, and the major academic administrators what can be accepted with complete integrity by the institution as a gift.
4.06	24. Donors' decisions can be significantly influenced by reasoned argument based on an informed understanding of institutional needs and direction.
3.67	25. The percentage of the annual budget allotted to development is indicative of the administration's concern for the financial growth of the institution.

Means	Characteristics
3.34	26. Professionally prepared and presented financial statements attract gifts.
3.62	27. The budget process is a vital tool for the chief development officer to bring the development needs and procedures to the awareness of academic and financial personnel.
3.60	28. The institution's expectations for fund-raising activities are reflected in budget allocations to the development staff.
2.57	29. The level of gift income should be the primary index for salaries among fund-raising personnel.
3.99	30. In planning fund-raising programs, the development staff must consider every aspect of cost and anticipated income.
4.01	31. The institution must rely upon large gifts.
3.63	32. The annual appeal should be the forerunner to the capital campaign.
4.52	33. The development program must have a strong annual giving program that grows yearly.
3.58	34. Giving clubs are needed to foster increased giving to the institution.

Means

Characteristics

- 3.35 35. Major giving clubs should institutionalize the principals of development.
- 3.91 36. In campaigns one third of the money comes from the top ten gifts, another third from the next 100 largest gifts, and the last third from everybody else.
- 4.28 37. The capital campaign should be embedded in the total development program.
- 3.88 38. Those actively involved in the ongoing educational mission of the institution through their annual gifts should be considered among the best prospects for significant gifts.
- 4.40 39. Strong financial support must be sought from wealthy graduates.
- 4.61 40. Trustees cultivation should be an ongoing development concern for the president.
- 4.30 41. The president is the principal spokesperson for development on the campus.
- 4.39 42. The president cannot be a technical expert in fund raising but must have an understanding of the development thrust in order to function effectively.
- 3.60 43. The president is principally responsible for making the request for resources from potential donors.

Means	Characteristics
-------	-----------------

- | | |
|------|---|
| 3.67 | 44. The president should give the greater part of his/her time and effort to the development effort of the institution. |
| 3.80 | 45. The direction of the volunteers should be a major concern of the chief development officer. |
| 3.62 | 46. Working together with the chief financial officer should be a prime concern of the chief development officer. |
| 3.95 | 47. The chief development officer in conjunction with the chief financial officer must develop accounting and reporting procedures which benefit both development and financial management. |
| 4.17 | 48. The chief development officer should be considered among the members of the highest rankings of the campus administration. |
| 4.34 | 49. The growing complexity of development requires that the chief development officer look to the development staff and the entire campus community for input relative to securing gift income. |

Means	Characteristics
4.47	50. The chief development officer maintains the ultimate responsibility for coordinating fund-raising activities.
4.11	51. The trustees (directors) should provide the necessary approval for fund-raising activities.
4.16	52. Much gift support is expected from trustees.
4.39	53. The financial support of trustees must be actively enlisted.
4.33	54. Successful fund raising is marked by the capable leadership of the trustees.
4.26	55. The development office should work closely with the trustees.
4.12	56. Continuing education and motivation of trustees must be an ongoing concern for development officers.
3.50	57. Trustees should be involved in planning development programs.
3.56	58. Trustees are responsible for the acquisition, conservation, and management of funds and properties.
4.20	59. The use of volunteers for specific fund-raising activities should be determined in the planning process.

Means	Characteristics
4.46	60. Development requires a good working-relationship with volunteers.
4.11	61. The proper use of volunteers requires delegation.
4.32	62. Follow-up is key to the successful use of volunteers.
4.07	63. Volunteers should be carefully screened before enlisting their assistance and support.
4.41	64. Volunteers require a program with well-defined goals, objectives, staffing, directing, and controlling.
3.97	65. Volunteers provide additional expertise, influence, and assistance to the development staff.
4.15	66. An ideal volunteer is selected from among those segments of the academic and civic community that the volunteer is expected to influence.
4.18	67. The primary characteristics of volunteers in summary are capacity, confidence, and commitment.
4.42	68. The development staff must understand and appreciate the educational process.

Means	Characteristics
-------	-----------------

- | | |
|------|--|
| 4.52 | 69. The development staff must maintain positive relationships with the administration, faculty, and other divisions of the institution. |
| 4.47 | 70. The development staff must be people-oriented. |
| 4.44 | 71. The development staff must be articulate. |
| 4.02 | 72. The development staff has to convey a sense of motivation to the campus community. |
| 4.19 | 73. The fund raising activities of an institution are managed with a positive attitude despite any setback. |
| 4.29 | 74. The development staff is responsible for generating relationships between the institution and prospective donors. |
| 3.83 | 75. Development research should focus upon the few-hundred, potential, major-donors. |
| 3.47 | 76. Time and effort given to the awareness of the characteristics of potential donors are more important than plans and procedures for programs and activities prepared by development staffs. |

Means	Characteristics
43.80	77. The development staff demonstrates growth through critical reviews of their work.
3.60	78. Ultimately the size of the development staff must be determined by gift-income requirements.
3.70	79. The development staff should encourage other campus personnel to develop new fund-raising ideas and activities.

APPENDIX G

SPECIFIC OCCUPATIONS WITH FREQUENCIES
AND PERCENTAGE OF TOTAL

<u>Title</u>	<u>Frequency</u>	<u>Percent</u>
President	8	02.2
Chief Development Officer	19	05.3
Chief Financial Officer	15	04.2
Chancellor	4	01.2
Executive Vice President	4	01.1
Vice President	22	06.2
Asst/Assoc Vice President	20	05.8
Dean	60	16.6
Asst/Assoc Dean	64	17.7
Asst to President	22	06.1
Alumni	21	05.8
Public Relations/Publications/ Information Services	20	05.5
Corporate/Government Relations	9	02.5
Deferred Giving	7	01.9
Business Affairs	1	00.3
Controller/Comptroller	11	03.0
Bursar/Treasurer	2	00.6
Administrative Services	5	01.4
Missing	<u>49</u>	<u>13.5</u>
Total	363	100.0

APPENDIX H

VARIMAX LOADINGS FOR FACTORS
1 TO 7

Item	Factors						
	1	2	3	4	5	6	7
1	.14	.24	.59	.17	-.07	-.00	-.13
2	.09	.10	.66	.05	.06	.02	.12
3	.08	-.05	.05	.12	.06	.22	.00
4	.28	.16	.69	-.00	-.06	.07	.09
5	.05	.15	.23	.00	.09	-.02	.03
6	.17	.10	.39	.01	.00	-.02	.05
7	.20	.04	.58	-.03	.00	.03	-.00
8	.30	.12	.39	.09	-.00	.10	.08
9	.22	.04	.22	.09	.09	-.01	.22
10	.32	.13	.21	.14	-.04	.06	.20
11	.33	.16	.33	.12	.14	.20	.02
12	.35	.21	.29	.21	.03	.09	.07
13	.35	.04	.22	.26	.19	-.01	.13
14	.30	.10	.29	.24	.02	.01	.08
15	.34	.08	.17	.12	-.00	.20	.12
16	.30	.04	.20	.00	-.11	.31	.12
17	.08	-.03	.02	.05	.01	-.00	.09
18	.15	.01	.06	.03	-.04	.09	.06
19	.14	.06	.04	.04	.04	.11	.56
20	.34	.05	.26	.30	.16	.12	.16
21	.38	.32	.32	.15	.03	.18	.06
22	.35	.26	.10	.08	.14	.09	.10

Item	Factors						
	1	2	3	4	5	6	7
23	.28	.18	.23	.23	.04	.10	.18
24	.16	.13	.04	.19	.14	.13	.15
25	.12	.14	.00	.08	.15	.60	.08
26	.12	.11	.09	.34	.04	.29	.05
27	.19	.10	.00	.36	.14	.36	.16
28	.20	.03	.05	.15	.14	.67	.12
29	.06	-.02	-.07	.07	.49	.10	.00
30	.37	.01	.12	.26	.06	.03	.08
31	.11	.28	.00	.02	.44	.23	.01
32	.10	.28	.09	-.04	.27	.08	.07
33	.35	.19	.17	.05	.00	.11	.08
34	.30	.18	.06	.08	.08	.18	-.00
35	.18	.14	.04	.18	.14	.14	.10
36	.13	.31	.09	.09	.24	.14	.14
37	.27	.27	.26	.04	.10	.08	.09
38	.12	.05	.10	.04	.37	.11	.05
39	.28	.26	.15	.04	.23	.00	.11
40	.28	.38	.29	.01	.04	.18	.14
41	.13	.12	.21	.09	.12	.03	.28
42	.27	.22	.23	.08	-.00	-.00	.07
43	.08	.17	.12	.09	.10	.03	.07
44	.10	.14	.01	.07	.19	.01	.23

Item	Factors						
	1	2	3	4	5	6	7
45	.27	.18	.10	.20	.06	.10	-.00
46	.23	.01	.07	.77	.09	.14	.10
47	.24	.14	.03	.54	.00	.10	-.01
48	.20	.31	.20	.08	.17	.28	-.00
49	.45	.21	.21	.11	.20	-.00	.18
50	.34	.22	.13	.09	.17	.01	-.05
51	.15	.47	.20	.10	-.05	.15	.07
52	.17	.72	.03	.05	.12	.10	.04
53	.17	.79	.10	.03	.07	.03	.08
54	.20	.61	.20	.06	.08	.00	.14
55	.29	.64	.13	.00	.15	.02	-.04
56	.39	.43	.16	.15	.12	.06	-.07
57	.18	.38	.07	.11	.23	.01	-.06
58	.02	.22	.05	-.01	.13	.11	.01
59	.57	.12	.21	.14	.04	.15	.09
60	.61	.16	.19	.10	-.05	.23	.03
61	.52	.12	.14	.02	.06	-.01	.07
62	.61	.19	.16	.06	.04	.08	.04
63	.43	.14	.19	.27	.18	-.08	.15
64	.62	.15	.13	.15	.15	.08	.06
65	.62	.15	.13	-.04	.01	.09	-.00
66	.48	.19	.08	.02	-.00	.01	.15

Item	Factors						
	1	2	3	4	5	6	7
67	.60	.18	.08	.12	.01	.09	.18
68	.38	.07	.14	.12	-.03	.02	.15
69	.51	.20	.09	.14	-.00	.07	.15
70	.62	.12	.08	.20	.12	.25	-.02
71	.54	.12	.06	.19	.17	.15	.13
72	.54	.15	.05	.20	.11	.20	.07
73	.56	.110	.05	.09	.12	.08	.21
74	.50	.15	.09	.01	.17	-.07	.01
75	.11	.30	.01	.05	.58	.07	-.03
76	.10	.13	.01	.02	.45	-.00	.04
77	.55	.11	.15	.12	.06	.08	.10
78	.46	.06	.02	.13	.21	.02	.09
79	.26	.13	.02	.20	.05	-.04	.36

APPENDIX I

ANALYSIS OF VARIANCE F-SCORES
FOR CHARACTERISTICS OF STUDY
RATED BY 3 CAMPUS GROUPS
WITH F-SIGNIFICANCE

Items	F-score	F-significance
1	2.54	.80
2	0.03	.96
3	3.72	.02*
4	1.92	.147
5	1.44	.32
6	0.29	.74
7	1.67	.19
8	2.05	.13
9	3.42	.03*
10	5.93	.00*
11	0.46	.62
12	0.24	.75
13	1.64	.19
14	0.31	.97
15	1.49	.22
16	3.26	.03*
17	2.02	.13
18	8.84	.00*
19	0.48	.61
20	0.48	.61

* Significant at .05

Items	F-score	F-significance
21	2.38	.09
22	0.09	.91
23	0.15	.85
24	1.44	.23
25	3.87	.02*
26	6.36	.00*
27	0.66	.51
28	1.23	.29
29	1.19	.30
30	1.50	.22
31	8.15	.00*
32	3.47	.03*
33	0.37	.68
34	9.50	.00*
35	1.44	.23
36	2.86	.05
37	1.75	.17
38	2.84	.06
39	3.77	.02*
40	0.45	.63

Items	F-score	F-significance
41	1.10	.33
42	2.24	.10
43	2.14	.11
44	0.75	.84
45	4.12	.01*
46	0.21	.80
47	1.88	.15
48	20.63	.00*
49	0.91	.40
50	1.49	.22
51	3.12	.04*
52	16.93	.00*
53	11.07	.00*
54	2.18	.11
55	8.15	.00*
56	4.23	.01*
57	0.81	.44
58	1.45	.23
59	0.87	.41
60	3.39	.03*

Items	F-score	F-significance
61	1.59	.20
62	4.52	.01*
63	0.28	.75
64	2.96	.05
65	10.35	.00*
66	0.31	.73
67	1.30	.27
68	0.90	.40
69	1.66	.19
70	1.41	.24
71	1.07	.34
72	1.69	.18
73	0.67	.51
74	0.44	.63
75	6.31	.00*
76	2.49	.08
77	0.08	.91
78	1.04	.35
79	5.29	.00*

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BIOGRAPHICAL SKETECH

Milton Edward Jordan was born June 2, 1941, in Washington, DC. In 1959 he entered the Roman Catholic religious order, the Society of Jesus. In 1965 he earned a Bachelor of Arts degree at Fordham University, Bronx, New York, in classics and history. Subsequently, he was awarded a Master of Arts degree in 1967 at the University of Scranton, Scranton, Pennsylvania, in American history. He served as an instructor in American and world histories at the Bishop's Latin School, Pittsburgh, Pennsylvania, from 1966 to 1968. Thereafter he served as Dean of Men at the University of Scranton and was a part-time instructor of classics. In 1972 he completed studies for a Master of Divinity Degree (cum laude) at Woodstock College, New York, New York. He was ordained a priest in 1972. In 1973 he received a Master of Sacred Theology degree from Woodstock College. At the same time he was a part-time teacher of religious studies at Fordham Preparatory School in 1973.

In 1974 he began working as Assistant Headmaster at Fordham Preparatory School, Bronx, New York. In 1977 he assumed the duties of President/Headmaster of St. Joseph's Preparatory School, Philadelphia, Pennsylvania. In 1981 he

was appointed Associate Director of the Gregorian Foundation and worked at the foundation's Rome and New York City offices.

In the fall of 1982, he entered the University of Florida for doctoral study in higher education administration. There he pursued studies in higher education administration and supervision.

He has also served as Executive Secretary for The Jesuit, a national missionary magazine of the Society of Jesus in the United States. He has also worked as an Associate in the Community Relations Bureau of the New York City Fire Department where he also served as an Associate Chaplain.

In the fall of 1985, he initiated work as the Associate Director of Development for the Archdiocese of Washington (DC). There his primary efforts were directed toward fund raising for secondary education programs.

His professional affiliations include Phi Delta Kappa. He received his Ph.D. in December, 1985.